European Commission

Compendium of 2019 European Language Label projects

European Language Label

Erasmus+

EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate B — Youth, Education and Erasmus+
Unit B.2 — Schools and Multilingualism

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European Commission

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Prepared by Ecorys Europe

Erasmus+

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European Language Label in a nutshell

Language competences are at the heart of the European Union's ambitious vision to create a **European Education Area**. Being able to **speak foreign languages is a key competence** for studying and working abroad. It also enables learners to fully discover Europe's cultural diversity and truly benefit from a genuine European Learning Space. Literacy and multilingualism are two out of the eight key competences as defined in the Council Recommendation on Key Competences for Lifelong Learning.[1]

Supporting the teaching and learning of languages is **one of the overarching objectives of the Erasmus+ programme**. As such, language teaching and learning is embedded throughout its actions, both Learning Mobility (Key Action 1) and Strategic Partnerships for cooperation projects (Key Action 2).

The European Language Label (ELL) provides opportunities for Member States to promote language teaching and learning throughout the different sectors of education and training. It is a well-established tool that has been in place for 20 years with the specific objectives to:

- Promote excellence in the teaching of foreign languages;
- Help raise the standards of language teaching across Europe; and
- Raise awareness about European cooperation in the field of language teaching and learning across all educational sectors.

The Label is awarded annually or biannually to the most innovative language learning initiatives in each Erasmus+ programme country participating in the scheme. The European Language Label is awarded by Erasmus+ National Agency or national implementing bodies. Use this link to find your Agency: https://ec.europa.eu/programmes/erasmus-plus/contact/national-agencies_en.

This compendium presents the European Language Labels awarded in 2019 throughout Europe. Some of these initiatives were funded via the Erasmus+ programme, while others benefitted from national or local funding. We hope they will provide inspiration for future excellence in language teaching and learning!

Languages for life

1 https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

The European priority themes for the European Language Label in 2019 were:

1. Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

The number of students in Europe whose mother tongue is different than the language of instruction is growing[2]. Evidence shows that teaching in the young learners' mother tongue is essential to give them a strong early start in education[3]. In fact, proficiencies developed in one language are transferable to another, provided there is sufficient exposure to both languages and sufficient motivation to learn.[4]

Schools that embrace linguistic and cultural diversity and support integration have a positive effect on all children's ability to learn. Schools in which children are more rapidly immersed in mainstream classrooms will provide greater opportunities for cultural awareness and valuing diversity through teaching and learning. In addition, multilingual approaches in classrooms from an early age can benefit all children's ability to learn, regardless of their background. In this context, teacher education remains a key priority: strategies to prepare teachers for linguistically diverse student groups need to be further developed. Education systems need to equip teachers with the capacity to develop appropriate strategies for teaching and learning –especially relating to languages – as well as to be empathic and reflexive about their own beliefs and cultural differences.

2. Removing language barriers to create more dynamic border regions

Border regions are places where the European integration process should be felt most positively studying, training, working, caring and doing business across borders are all daily activities that should be possible regardless of the existence of an administrative national border. However, border regions generally perform less well economically than other regions within a Member State.

In the Communication on border regions, languages have been highlighted among the biggest barriers to cross-border mobility, trade and development. Projects that promote language learning and bilingualism in border regions are therefore encouraged. Within the strategy pursued by the Commission to offer every citizen the opportunity to learn two foreign languages from a very early age, one of these languages can ideally be the language of the neighbouring country. If language obstacles are removed, cross-border employment opportunities offered by border regions can be better explored contributing to growth and prosperity. For language learners, teachers and parents this can be a motivating factor to improve their language skills and can bring new dynamics into the language teaching and learning.

Existing good practices on efforts to promote bilingualism in border regions at regional level, involving all educational sectors from Early Childhood Education and Care to Higher Education, including Vocational Education and Training and work placements, can be a source of inspiration.

2 European Commission (2016), Education and Training Monitor 2016.

3 See UNESCO (2008), Mother tongue matters: Local language as a key to effective learning, Paris.
Council of Europe, Parliamentary Assembly: The place of mother tongue in school education, Doc. 10837, Report, 2006.

4 Cummins, J. (1981), 'The role of primary language development in promoting educational success for language minority students'. In: California State Department of Education (ed.), Schooling and Language Minority Students. A Theoretical Framework, Los Angeles, California State Department of Education.

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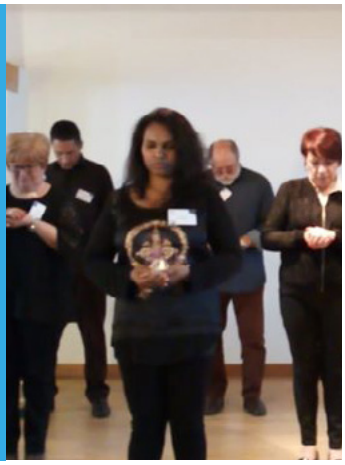

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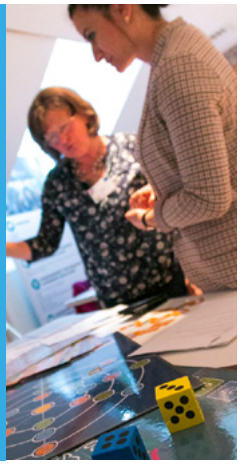
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Early Childhood Education and Care (ECEC)

Languages for life

Austria: 5 building blocks for comprehensive language education (5 Bausteine umfassender sprachlicher Bildung)

Theme 1: Removing language barriers to create more dynamic border regions

Awarding country: Austria

Project summary:

This project was aimed at establishing the essential elements of a comprehensive language education and providing answers on how to give them shape in practice. To this end, the project office for immigration and integration okay.zusammenleben worked with a team of authors to develop a model titles 'The Five Building Blocks of Comprehensive Language Education' on behalf of the State Government of Vorarlberg. The model served as a joint framework for kindergarteneducational establishments in Vorarlberg, ranging from kindergarten to the end of compulsory schooling, and determines five material areas of a comprehensive language education: inner images and concepts, multilingualism, German, language awareness and awareness of how to learn languages and an approach to diversity.

Main outputs:

All documents have been published by the State Government of Vorarlberg and are available to download at https://sprachelesen.vobs.at. They include:

- a brochure, describing the model in detail,
- profiles, demonstrating examples of how to implement these building blocks in practice
- a survey for self-evaluation for the future development of kindergartens and schools

Target group: Kindergarten and compulsory education pupils, teaching staff

Awarded organisation: okay.zusammen leben, Projektstelle für Zuwanderung und Integration (Verein Aktion Mitarbeit)

Countries: AT

Web link: www.okay-line.at

Funding type: National funding for ELL 2019

Dates: 2016 – 2024

Austria: Early language support in first languages - integration assistance (Frühe Sprachförderung in Erstsprachen – Integrationsassistenz)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Austria

Project summary:

This project, took place in 43 kindergartens across the city of Graz and made use of a two-pronged approach. It was aimed at supporting children in the use of their first language, as well as providing them with the opportunity to come into contact with the diversity of languages present in the kindergarten. Integration assistants that were part of the project worked to facilitate linguistic and cultural bridges between all participants: children, parents, teachers and mentors. The approach enabled participating children to experience the diversity of languages and express their individual personalities. 19 staff members also took part in the project, raising their awareness of Graz's linguistic diversity and increasing their linguistic openness.

Target group: Kindergarten pupils, parents, teaching staff

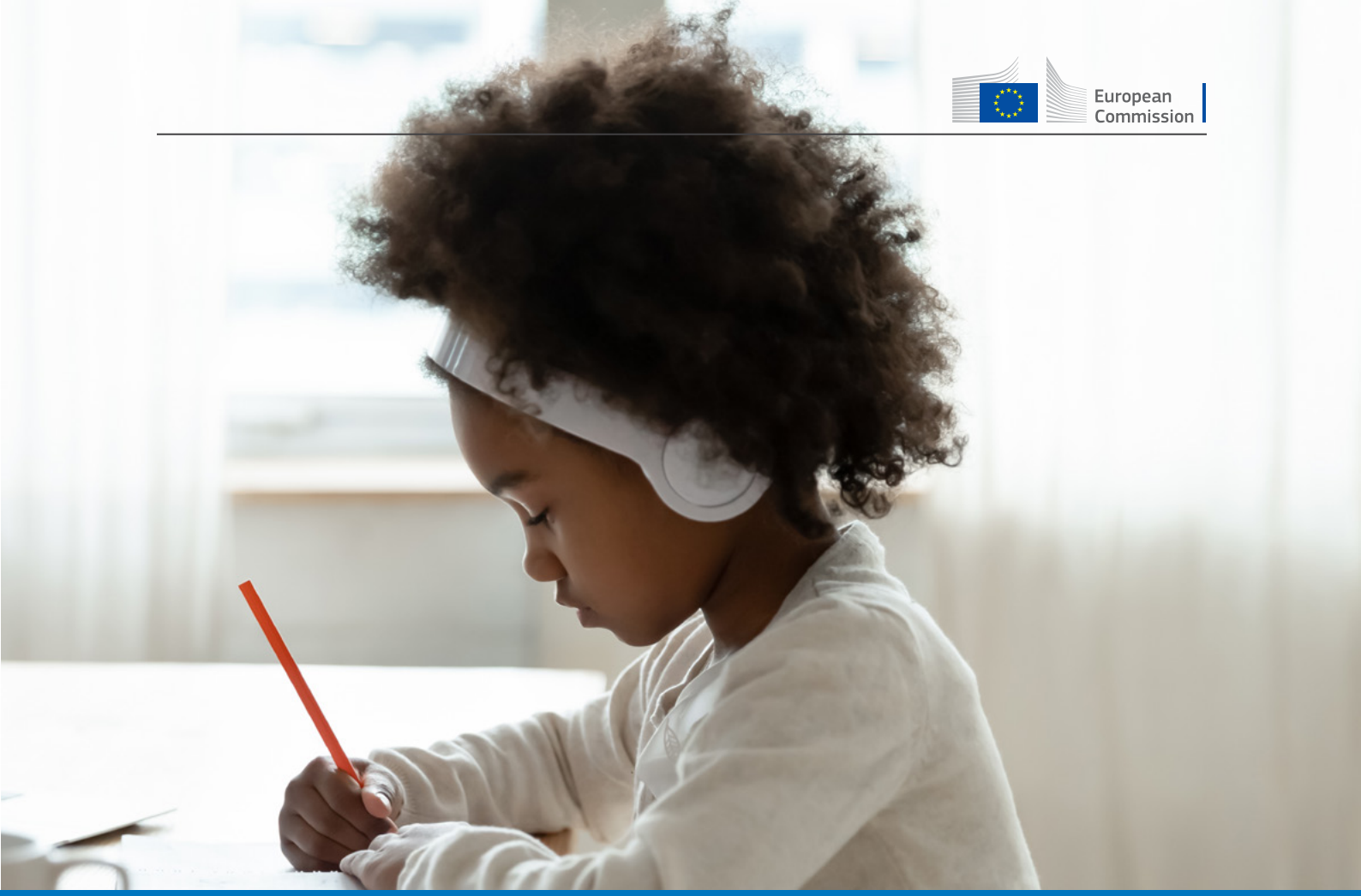
Awarded organisation: Charity of the Diocese Graz-Seckau (Caritas der Diözese Graz-Seckau)

Countries: AT

Web link: www.caritas-steiermark.at

Funding type: National funding for ELL 2019

Dates: 2018 – 2020



Czech Republic: Different but Similar

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic

Project summary:

The international project 'Different but Similar' was based on mutual cooperation between kindergartens and primary schools from the following five European **countries:** the Czech Republic, Italy, Spain, Turkey and Romania. The project aimed to allow kindergarten pupils (from 5 to 8 years old) to discover and engage with Europe's cultural heritage through a playful methodology. Through the project, children strengthened their awareness of and exposure to foreign language and gained positive attitudes towards foreign language learning and cultural differences among countries.

Main outputs:

- worksheets for kids
- a video of project activities

Target group: Kindergarten and primary school pupils

Awarded organisation: Kindergarten Kytlická, Prague, Czech Republic

Countries: CZ, IT, ES, TR, RO

Web link: https://twinspace.etwinning.net/49018/home

Funding type: eTwinning project

Dates: 2017 – 2018

Iceland: Step together for a more dynamic society

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Iceland

Project summary:

This project focused on strengthening the Icelandic skills of staff of foreign origin in pre-schools and to offer a work-related Icelandic course. The project was aimed at strengthening participant knowledge and skills in the workplace, ensuring staff members knew their rights and obligations, to enable their working with self-reinforcement and initiative. The project took place during working hours, with an emphasis on integrating participant work with Icelandic language teaching and strengthening their communication skills with children, colleagues and parents. Mentors supported and guided the participants at each kindergarten workplace.

Target group: Pre-school teaching staff and school staff

Lead organisation: Breidholt Community Service Centre

Countries: IS

Web link: https://app.frame.io/reviews/b43e9c14-0f6b-47d7-87f6-fa6b538dbdcc/e47b1bfa-f4fc-438d-9d9d-e747d2a26de4?version=779735aa-80a9-4d81-bbbf-804f2560ffe8

Portugal: Hands On CLIL

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The Erasmus+ funded 'Hands On CLIL' project was aimed at promoting the professional development of teachers within CLIL and bilingual education, providing new strategies and resources for CLIL implementation. It also hoped to create educational resources at primary level for bilingual teaching in arts and crafts, music, science, gymnastics and citizenship with information communication technology (ICT). The project provided teachers with new CLIL strategies and resources for implementation, offering them a variety to choose from and adapt for use in their classes. The project also constituted a strategic action plan that identified a sequence of steps to be completed in schools, including project planning, implementation, monitoring, evaluation and dissemination.

Main outputs:

- creation of a database with open educational resources
- data from a needs-analysis questionnaire
- creation of a new syllabus for chosen subjects
- leaflet prepared about the project objectives and activities, project magazines and a good practices catalogue published and disseminated
- logo competition
- Hands on CLIL E+ corner
- creation and maintenance of the project's eTwinning platform, website and Facebook page
- report on the use of the CLIL methodology in primary schools across the different countries
- eTwinning live events
- CLIL pathways turned into modules organised around a lesson template
- CLIL lessons filmed, livestreaming of CLIL lessons
- Europe day celebrations
- online sessions to keep track of the national action plan
- related learning, teaching and training activities

Target group: Pupils in kindergarten, primary and secondary education

Awarded organisation: Agrupamento de Escolas de Marco de Canaveses (Portugal)

Countries: PT, ES, SK, IT, EL, TR

Web link: https://handsonclil.weebly.com/

Funding type: Erasmus+ KA2 project, cooperation for innovation and the exchange of good practices

Dates: 2017 - 2019

Primary Education

Languages for life

Austria: Voice(less) Inclusive (Sprach(los) inklusiv)

Theme 1: Developing inclusive concepts to learn languages from an early age without losing the first language.

Awarding country: Austria

Project summary:

The 'Voice(less) Inclusive' project is focused on promoting language diversity and inclusion in the classroom. Primary school pupils from levels one to four were responsible for programming the digital tool 'Any Book Reader', which contained audio files discussing pictures of important everyday objects, sentences and sign languages in five different languages. The audio files were aimed at enhancing participant capacity for language learning and knowledge of different languages spoken at home and were used in lessons that promoted intercultural exchange and inclusivity.

Main outputs:

- learning cards
- panels with pictures of basic needs

Target group: Primary school pupils, teaching staff, school staff, parents

Awarded organisation: Volksschule Graz - Viktor Kaplan

Countries: AT

Web link: http://www.vsviktorkaplan.at

Funding type: National funding for ELL 2019

Dates: 2018 - 2020

Belgium: Fun to Learn

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (French community)

Project summary:

The 'Fun to Learn' project aims to make pupils of the 3rd and 4th grades in primary school discover the English language in an active and playful way. English is introduced to the children in a communicative and playful way through various practical games such as recipes, movements, songs, drawing, mime and other creative teaching methods. For 50 minutes per week, the pupils take part in these activities either alone, in small groups or altogether. Although the pupils' work is not marked, they are encouraged to participate in a positive way and their motivation allowed the creation of many tangible outputs.

Main outputs:

- alphabet book following the learning of the alphabet
- recipes made according to the holidays and themes (e.g.: Halloween, Christmas)
- class project 'English is everywhere': English words found in everyday advertisements were cut out and pasted on a poster.

Target group: Primary school pupils

Awarded organisation: Ecoles communales de Meix-devant-Virton, Robelmont et Sommethonne

Countries: BE

Web link: https://www.meix-devant-virton.be/

Funding type: Own funding

Dates: 2019

Belgium: Home Languages Library (Thuistalenbib)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (Flemish community)

Project summary:

Urban World School 'De Wereldreiziger' (The World Traveller), a nursery and primary school, launched a 'home languages library', a programme aimed at bringing books into the classroom and creating a home language library at school. Due to the multiplicity of home languages of students at the school, the programme focused on integrating different languages into their daily operations through the construction of a world library. Teachers and students helped design and decorate the library and used it extensively after its opening.

Main outputs:

- design of the library
- designing of games and decoration surrounding the theme of books
- creation of a home language song
- creative design assignments, teaching assignments
- costumes for the grand opening and related exhibition
- an opening party and the formal opening of the new library

Target group: Kindergarten and primary school pupils, trainee teachers, teaching staff

Awarded organisation: De Wereldre

Countries: BE

Web link: http://www.plutovzw.be/thuistalenbib/

Funding type: Koningin Paola stichting (Queen Paola Foundation), Belpaire fonds (the Belpaire Fund), dynamo 3 projecten (Dynamo 3) and cultuurkuur

Dates: 2017 – 2018

European Commission

Croatia: Education that follows trends (Obrazovanje koje prati trendove)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Croatia

Project summary:

The project "Education that follows trends" aims to increase the quality and quantity of ICT use in the classroom, as well as introduce the use of the CLIL method in some of the classes at the Odra Elementary School. The overall aim of the project is to increase students' language skills, as well as other pedagogical skills. Four teachers were selected to attend courses on the use of ICT and CLIL, and then organised two practical workshops for the other teachers at the school to gain knowledge on these subjects.

Main outputs:

Teachers gained knowledge of ICT skills and the CLIL method

Target group: Primary school pupils, teaching staff

Lead organisation: Osnovna skola Odra (Odra Elementary School)

Countries: HR

Web link: https://www.os-odra.com/obrazovanje-koje-prati-trendove-ka1

Funding type: Erasmus+ KA101

Dates: 2018 –2019

Estonia: Language Showers (Keeledušš)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Estonia

Project summary:

The 'Language Showers' project aimed to teach primary school pupils to sing in foreign languages. Through the project, students sang every day for four weeks for at least five minutes in a foreign language. Each week, the students sang in a different language, and the languages the pupils could choose from included Russian, German, Spanish, Swedish, Latvian, and Võru and Setu dialects. The songs performed by the pupils were also shared with other schools in Estonia via video through the use of a private Facebook group called 'Language Showers 2019'. Through the project, teachers were able to adopt the CLIL method in the classroom.

In total, 63 schools and more than 5,000 pupils from the first and second grades participated in the project all over Estonia.

Main outputs:

- Teacher's weekly Newspaper: https://opleht.ee/2018/04/inglise-keele-korval-on-teisigi-voorkeeli/
- The Yearbook of the Tallinn Education Department: https://aastaraamat.haridus.ee/2017-18/esileht/pt-6/6-5/6-5-11/?fbclid=IwAR0YNqYY5mXj9j_7QEMiL4xy4OpWXqT5xVtWWqlKTrHF0Jq9BLrGDtGxAE

Target group: Primary school pupils

Awarded organisation: Tallinna Pelgulinna Gümnaasium and Tallinna Ühisgümnaasium

Countries: EE

Web link:

- https://www.youtube.com/watch?v=brQJJAifkAg (Latvian song)
- https://www.youtube.com/watch?v=w_te6NcPP88 (Finnish song)
- https://www.youtube.com/watch?v=yKiH-92e0l0 (Spanish song)

Funding type: Own funding

Dates: 2018 - 2019

Ireland: Celebrating Linguistic Diversity: European Day of Languages

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The 'Celebrating Linguistic Diversity' project is an eTwinning project linking partners from multiple European countries through a celebration of the European Day of Languages. The school held a language showcase upon the conclusion of the eTwinning project, with students who are speakers of different languages acting as language ambassadors. Teachers showed a renewed interest in the languages spoken by the pupils as a result of the project and subsequently engaged in a professional development workshop about the value of mother tongues within the classroom.

Main outputs:

- language awareness event

Target group: Primary school pupils, school staff

Countries: CZ, ES, FI, FR, GR, HR, HU, IT, LT, PL, RO, SI, SK, TR

Awarded organisation: Balbriggan Educate Together National School

Web link: https://balbrigganetns.scoilnet.ie/blog/

Funding type: Own funding

Dates: 2018

The Netherlands: Playing Ever After - Supporting language learning through play and stories

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: The Netherlands

Project summary:

Under this project, a series of resources were produced, including teaching materials such as storybooks and lesson plans, free play resources, display material for classrooms and schools, and tools for observation, such as videos, observation sheets, survey forms, etc. The project also set up two training events for teaching staff which were held in Finland and Portugal, with a focus on 'learning through play, sensory development and outdoor education' and 'early literacy and storybooks' respectively, where the conceptualised teaching materials were disseminated. The project contained many intercultural components and hoped to enable participants to develop an openness towards other countries and cultures.

Main outputs:

- creation of stories
- creation of lesson plans and resources

Target group: Primary school pupils, teaching staff, school staff, the local community

Awarded organisation: Kindcentrum Caleidoscoop

Countries: FI, PT, NL

Web links:

- Erasmus+ project **website:** https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-FI01-KA219-034726
- Project **website:** https://playingeverafterblog.wordpress.com/
- School **website:** https://www.kccaleidoscoop.nl/
- Online books (and other activities): https://playingeverafterblog.wordpress.com/activities-and-resources/
- Post regarding ELL ceremony on school **website:** https://www.kccaleidoscoop.nl/onze-school/nieuws-en-blog/19146/derde-prijs-europees-talenlabel
- Blog post on Such Fun **website:** http://suchfun.nl/3e-prijs-europees-talenlabel-2019/roos-windels

Funding type: Erasmus+, Key Action 2, cooperation for innovation and the exchange of good practices through school exchange partnerships

Dates: 2017 – 2019

The Netherlands: More opportunities with Multilingualism (3M)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: The Netherlands

Project summary:

The 'More opportunities with Multilingualism' (3M) project was a collaboration between 12 schools, 24 teachers, teacher trainers, students and researchers aimed at developing an innovative approach to multilingual education in primary education. The 3M project was aimed at reducing language separation between the official languages in education (Dutch, Frisian and English), appreciation of migrant languages, and increasing the use of English and Frisian in addition to Dutch. The project has been divided into three phases. Multilingual activities were developed in the first phase in 2017–2019, with participating teachers being supervised and engaging in study evenings and workshops focused on multilingualism and multilingual didactics. The second phase in 2019–2021 involves the testing of multilingual activities and the digital learning platform, e-3M, being tested and optimised in an intervention study. A flanking effect study in the third phase from 2021 will map developments in student wellbeing, as well as the language attitudes of the teachers and students involved.

Main outputs:

- a digital learning platform, e-3M, for students in groups five and six with multilingual material in six languages
- the 3M toolbox, an open online toolbox for sharing multilingual activities
- the 3M video box containing didactic videos

Target group: Primary school teachers, teacher trainers, local community, researchers

Awarded organisation: NHL Stenden Hogeschool

Countries: NL

Web link:

- Project **website:** http://www.3mproject.nl/
- School **website:** https://www.nhlstenden.com/

Funding type: Financed by SiA, the Netherlands national agency for Practical Research (http://www.regieorgaan-sia.nl/)

Dates: 2017 – 2021

Serbia: I Want to Meet You (Quiero Conocerte)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'I Want to Meet You' (Quiero Conocerte) project was a language exchange between Serbian and Peruvian students. Both students compiled diaries in Spanish about their life experiences and daily school activities. These diaries were subsequently sent to their peers via email. The students involved in the project also spoke to each other via Skype and the Serbian students were visited by a teacher from the Peruvian school.

Main outputs:

- diary compilations in Spanish about the students' lives and school experiences
- Skype discussions
- a visit to the Serbian school by a Peruvian member of staff

Target group: Primary school pupils, teaching staff

Awarded organisation: Zarko Zrenjanin Elementary School, Zrenjanin

Countries: RS

Web link: http://www.oszzrenjanin.edu.rs/

Funding type: Own funding

Dates: 2018

Serbia: In the Footsteps of Leonardo da Vinci

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'In the Footsteps of Leonardo da Vinci' project, implemented by Serbia's Hunyadi Janos primary school in collaboration with schools in Italy and Turkey, was aimed at immersing students in linguistic and cultural exchange. Students in international teams were taught about Leonardo da Vinci's work, asked to answer questions about his life and were provided with the opportunity to participate in activities relating to exploring da Vinci's life and outputs. The programme aimed at improving the pupils' language skills as well as reinforcing their understanding of divergent cultures and customs through discussions with their counterparts from other countries.

Main outputs:

- student modelling of da Vinci's inventions
- organisation of an exhibition about da Vinci
- written biography of da Vinci
- writing and publication of a travel book for the 500th anniversary of da Vinci's death

Target group: Primary school pupils, Teaching staff, School staff

Awarded organisation: Hunyadi Janos Primary School, Cantavir

Countries: IT, RS, TR

Funding: Own funding

Web link: https://twinspace.etwinning.net/77034/home

Dates: 2018 – 2019

Serbia: Skype with Serbia!

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'Skype with Serbia' project aimed to provide students with a safe and comfortable environment in which to use and practice English. In addition to this, through the project the pupils were able to engage in cultural and traditional exchanges and bolster their understanding of ICT tools. Students were introduced to different cultures and communicated with their European and global counterparts via Skype. Underpinning multiple activities was the hope that students would appreciate both the differences and similarities of their cultures through talking about shared experiences. Furthermore, students were given the opportunity to broaden their knowledge in the fields of biology, geography and history through virtual trips and communication with experts from Russia and the U.S.

Main outputs:

- coordinated Skype discussions between students and their international counterparts
- a six-hour Skype marathon involving virtual trips to locations in Russia and the U.S.
- a map of virtual travels
- virtual trip videos
- visits to the school by a teacher from China and a trainee teacher from Tunisia
- presentations by the international visitors about their countries, and student presentations on Serbia

Target group: Primary school pupils, teaching staff, school staff

Awarded organisation: France Prešern elementary school, Belgrade

Countries: RS

Web link: http://www.francepresern.edu.rs/vest/sekcija-engleskog-jezika-english-4u

Funding type: Own funding

Dates: 2018 – ongoing

Serbia: Singing in French (Le français en chantant)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The aim of the 'Singing in French' (Le français en chantant) project was to popularise and increase the use of French among young children through an authentic and active learning process. Through the medium of workshops, seven-year-old pupils discovered the French language through various activities, such as traditional nursery rhymes, mime, songs and audio-visual aids. The workshops focused on familiarising children with the phonetic, prosodic and rhythmic aspects of French to enable them to approach the language in an enjoyable and creative way.

Main outputs:

- workshops

Target group: Primary school pupils, teaching staff, school staff

Awarded organisation: Sonja Marinkovic elementary school, Novi Sad

Countries: RS

Web link: http://www.sonjamarinkovicns.edu.rs/.

Funding type: Own funding, French Institute in Belgrade

Dates: 2018 - 2019

Serbia: Dare to Be Different – The Tokens of Friendship

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

'Dare to be Different' was a project aimed at bolstering primary school pupils' English language proficiency and intercultural awareness through creative drama. The project also focused on developing the pupils' improvisation skills and reinforcing their acceptance of diversity. As part of the project, a group of 15 pupils came together to create an intercultural play by doing research about different cultures, religions and traditions, particularly around the partner school countries from Malta, Greece and Turkey.

Main outputs:

- a student exchange involving nine students and two teachers
- the creation of an original intercultural play performed on International Children's Day in Turkey
- the creation of an e-book about the story of the performed play

Target group: Primary school pupils, teaching staff, school staff, local community

Awarded organisation: Olga Milosevic Elementary School, Smederevska Palanka

Countries: EL, MT, RS, TR

Web links:

- https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-RS01-KA201-000427
- https://d2bed.wordpress.com/

Funding type: Schools, Erasmus+ Key Action 2, cooperation for innovation and the exchange of good practices

Dates: 2018 – 2020

Serbia: Discovering Science

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

In the 'Discovering Science' project (a two-year project), pupils from French and Serbian primary schools (sixth to eight grade) worked together to develop massive open online courses (MOOCs) on Nikola Tesla and Louis Renault, two key European scientists and public figures. The project consisted of two parts: the first involved extensive student research on Nikola Tesla and his inventions; the second involved pupils learning about Renault's life and work. The pupils also hosted their foreign counterparts as part of a French-Serbian cultural exchange. The implementation of the project consisted of three phases: (1) research and documentation, (2) meeting and collaboration, and (3) designing and finalising the MOOCs.

Main outputs:

- hosting of French students in Serbia and vice-versa
- videos, posters and tutorials about Tesla and Louis Renault
- MOOCs about Nikola Tesla and Louis Renault
- online quizzes about Tesla and Renault

Target group: Primary school pupils, teaching staff, chool staff

Awarded organisation: Svetislav Golubovic Mitraljeta Elementary School in Batajnica (Serbia)

Countries: FR, RS

Web link:

- A video dedicated to the Nikola Tesla part of the project: https://www.youtube.com/watch?v=vVIWwEosBIs
- Pupils' opinions about the Louis Renault part of the project: https://www.youtube.com/watch?v=q5p7rI0UgJ8

Funding type: Own funding and private funding from other organisations, companies and individuals (including parents)

Dates: 2017 – 2019

Serbia: Rediscover Your Historical Roots to Better Understand the Present (Riscoprire le proprie radici storiche per capire meglio il presente)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The aim of this project was for the pupils of two primary school classes (one in Serbia, one in Italy) to independently explore the internet to search for traces of Roman rule in Serbia and Sardinia (Italy). In doing so, the project aimed to raise pupils' awareness of their countries' cultural and historical heritage, help them rediscover it and preserve it. The two primary schools involved in this project came from Zajecar (Serbia) and Carbonia (Italy).

The project included four meetings via Skype. During the first meeting, the students from both schools met virtually and introduced themselves to each other. In subsequent meetings, each student was tasked with presenting part of the Roman route to their peers online. After the presentations, a brief discussion was held on the topic. During the Skype meetings, the pupils from Serbia were able to practice their Italian language skills.

Main outputs:

- Skype meetings
- presentations prepared by the project participants

Target group: Primary school pupils, school staff, teaching staff

Lead organisation: Elementary school Ljuba Nesic, Zajecar

Countries: IT, RS

Web link: https://twinspace.etwinning.net/45031/home.

Funding type: Own funding

Dates: 2017 – 2018

Serbia: Multi/Most

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'Multi/Most' project was aimed at using multimedia and contemporary technologies to connect children from Serbia and Russia. Teachers and students from Serbia were invited to create animated films on the topic of Russian fairy tales, whereas teachers from Russia used Serbian fairy tales as inspiration. The filming process made use of new ICT tools, enhancing the language learning process. Interacting with peers from other countries inspired children to learn the language for better communication. A Facebook group was also set up for the teachers to get acquainted with each other, and exchange information and experiences. The films were dubbed in Russian and Serbian, with Serbian children dubbing Russian films, and Russian children dubbing Serbian ones. There was rapid growth of project participants from 6 in 2016/17 to 20 students in 2018/19. Students from high schools were added to the group, and a school from Italy joined the project, thus turning a Russian-Serbian pilot project into an international undertaking. The lead organisation of the project was 'DOM' Animation Studio for Children and Young People which implemented the project with the '23. oktobar' primary school.

Main outputs:

- a Facebook group set up for teachers to become acquainted
- film creation, including the use of plasticine models for the film
- an opportunity for students to travel to Russia

Target group: Primary school pupils, teaching staff, school staff

Awarded organisation: '23. oktobar' primary school, Sremski Karlovci

Countries: RU, RS, IT

Web link: https://www.youtube.com/channel/UC9emt8h_XVNyTtzAGny3hfQ/videos

Funding type: Municipality of Sremski Karlovci in Serbia and the Ministry of Culture in Russia.

Dates: 2016 – ongoing

Serbia: Language Lab

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The Language Lab, a large-scale project involving teachers and students from six different European countries, focused on: improving language competences, including participants' mother tongue, developing cross-curricular knowledge among students and teachers, enhancing ICT-related competences, improving negotiation skills and increasing the cross-cultural understanding of its participants. The students who took part in the project created products on a variety of topics each month, several of which incorporated the use of ICT tools, such as online language learning materials.

Main outputs:

Variety of (online) language learning materials:

- shared stories,
- presentations
- online dictionary

Target group: Primary school pupils, teaching staff, school staff

Lead organisation: Vasa Carapic Elementary School, Belgrade

Countries: EL, FR, IT, NL RS, TR

Web link: https://twinspace.etwinning.net/46753/home

Funding type: Own funding

Dates: 2017-2018

Slovenia: A long-term strategy for removal of language barriers for better dynamics in border regions

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Slovenia

Project summary:

The project, 'A long-term strategy for removal of language barriers for better dynamics in border regions' is focused on improving the German communication skills of participating children, while increasing their cultural and social knowledge of the neighbouring country Austria. The project involved students participating in many national and international projects, as well as language learning activities with native speakers. Activities aimed at maintaining curiosity and motivation for language learning were also designed, including a trip to the Graz Opera to watch a German musical titled 'How Shakespeare Came to Be' (Wie William Shakespeare Wurde).

Main outputs:

- new innovative practices in the classroom
- engagement in different projects
- student visits to theatre performances in Graz, Austria

Target group: Primary school pupils

Awarded organisation: Primary School and Kindergarten Apače

Countries: SI

Web link: https://www.os-apace.si/index.php/projekti/odprava-jezikovnih-ovir-za-vecjo-dinamicnost-obmejnih-regij

Funding type: National funding

Dates: 2017 - ongoing

Sweden: Synchronous distance language teaching (modern languages, Sami and Finnish)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Sweden

Project summary:

Lapplands Gymnasium has started synchronous distance language teaching in 2017, aimed at ensuring students have the opportunity to study languages in spite of small student group sizes and a lack of certified teachers. Students are offered widely taught modern languages as well as more local languages such as Sami and Finnish. Synchronous distance language teaching is now an integrated part of the school, with teachers using modern digital tools and newly developed teaching methods.

Main outputs:

- teachers using new and innovative digital tools

Target group: Primary school pupils

Lead organisation: Lappland High School

Countries: SE

Web links:

- https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/europeiska-kvalitetsutmarkelsen-i-sprak
- http://www.lapplands.se/sv/gymnasium/Bokenskolan/nyheter/

Funding type: National funding

Dates: 2017 – ongoing

Sweden: Long distance teaching, long distance education in modern languages

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Sweden

Project summary:

Since 2017, Hakkas Central School has been running a distance learning course focused on teaching modern languages to primary school, lower and upper secondary school students. The distance learning course is aimed at reaching pupils in less populated and rural areas in northern Sweden, particularly pupils who have never had the chance to learn modern languages other than English. The use of distance learning is ideal as pupils from different schools can be taught the same lesson at the same time, independent of where they live. The structure of the long-distance education also contributes to the development of student digital competencies, with a clear structure aimed at benefiting more motivated participants.

Main outputs:

- distance learning course

Target group: Primary school pupils, secondary school students

Lead organisation: Hakkas Central School (Hakkas Centralskola), Gällivare

Countries: SE

Web link: https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/europeiska-kvalitetsutmarkelsen-i-sprak

Funding type: National funding

Dates: 2017 - ongoing

Sweden: Poetry - Oxygen for the Soul

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Sweden

Project summary:

'Poetry - Oxygen for the Soul' is a language and cognitive developmental project created by the Mother Tongue Department of the municipality of Trelleborgs in Sweden. The project is aimed at strengthening students' multilingual competency and identity in a culturally diverse school environment. Native language teachers introduce their students to the literary world of poetry, with students tasked to read, analyse and create their own poems, alongside other aesthetic forms of expression, contextualised for a wider audience outside the classroom.

Main outputs:

- Poems written by participants
- Creation of artwork alongside poems

Target group: Primary school pupils

Lead organisation: Mother Tongue Department of Trelleborg Municipality

Countries: SE

Web links:

- https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/europeiska-kvalitetsutmarkelsen-i-sprak
- https://www.trelleborg.se/sv/aktuellt/nyheter/2019/november/poesiprojekt-far-kvalitetsutmarkelse-av-skolverket/

Funding type: National funding

Dates: 2016 – ongoing

Secondary Education

Languages for life

Austria: PALM

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Austria

Project summary:

The Erasmus+ project PALM (Promoting Authentic Language Acquisition in Multilingual Contexts) aims to encourage young speakers of English, French, German, Greek, Hungarian, Italian, Ladin and Spanish to produce authentic texts (written, audio and video-recorded) in their coursework and free time. The purpose of the project was to create interesting reading and listening material for learners of the same age. Some 4,000 texts from 8 content areas and in 8 languages, ranging from CEFR level A1 to C1, were produced by around 500 pupils from 4 participating and 12 associated schools in 5 countries (Austria, Cyprus, Italy, Hungary and the UK).

1,500 texts and videos, selected by teachers and pupils, based on selection criteria developed in PALM board meetings were further analysed at HEI's (2 universities of teacher education and 1 teacher development institute) and more than 900 were uploaded to the PALM platform. 750 selected texts and videos were word-processed and teaching and learning materials to accompany them were produced based on a learner corpus derived from the authentic samples. These were supplemented by assessment tools and self or peer assessment material, learning materials and gamified activities to support learner autonomy through immediate feedback. All texts and materials published on the PALM platform have been made available for participants in the project and the public.

Main outputs:

- an interactive website
- tutorials for teachers
- learning and teaching materials

Target group: pupils, teaching staff, school staff

Awarded organisation: Pädagogische Hochschule Niederösterreich

Countries: AT, CY, HU, IT, UK

Web link: https://www.palm-edu.eu

Funding type: Erasmus+ KA2 project, strategic partnership for innovation and the exchange of good practices, National funding for ELL 2019

Dates: 2015 - 2018

Austria: Our Roots – Our Treasures (Unsere Wurzeln - Unsere Schätze)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Austria

Project summary:

This project, 'Our Roots – Our Treasures' aims to give a voice to pupils and place the spotlight on their family and cultural background. The project was a planning guide for a week of activities centred around children learning to find and appreciate their family's language and cultural treasures, sharing them with their classmates and being proud of their family roots. The planning and implementation of the project week, as documented in the guide, can be easily transferred to other schools and other groups.

Main outputs:

- project guide for teachers: https://www.polzleitner.com/epep/0-NMS/Wurzeln-und-Schaetze-project/Projekt-Wurzeln-Schaetze.pdf

Target group: Seconcary school pupils, teaching staff

Awarded organisation: Praxis NMS der Pädagogischen Hochschule Steiermark

Countries: AT

Web link: www.epep.at/wurzeln

Funding type: National funding for ELL 2019

Dates: 2017 - 2019

Austria: Formatio - Plurilingual - Digital

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Austria

Project summary:

The project 'Formatio – Plurilingual – Digital' was aimed at developing pupils in a multilingual environment through a process that promoted metalinguistic and cross-lingual awareness as well as the importance of the command of multiple languages and the transcultural awareness that comes with it to find one's way in a globalised world. The Formatio private school's educational vision is characterised by three essential pillars: multilingualism, digitisation and personal development. The project is aimed at multilingualism (transfer of plurilingual and language-sensitive, didactic approaches within regular classes); digitalisation (implementation of a digital learning platform; focus on different programming languages in computer science class) and school management (for example, using coordinators for school development) and bolstering learner autonomy.

Main outputs:

- the creation of blogs, vlogs
- learning videos
- online portfolios

Target group: Upper secondary school pupils, teaching staff

Awarded organisation: Upper secondary school of the Formatio private school - Liechtenstein Austrian school Abroad (Oberstufengymnasium der formatio Privatschule - österreichische Auslandsschule Liechtenstein)

Countries: AT, LI

Web link: www.formatio.li

Funding type: National funding for ELL 2019

Dates: 2017 - 2021

Czech Republic: NOE – Notes of Europe

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic

Project summary:

The project 'Notes of Europe' (NOE) involved nine music schools from nine European countries which worked together to develop multilingualism through mobilities and music. The core target group of the project was students aged 13–18 years-old who studied music and dance at school, but the planned activities and the methodology also included teachers, families and the local communities.

The project aimed to increase multilingualism, to encourage communication skills in foreign languages (with a particular focus on English), and to give the students skills that would help them professionally and personally in the future. The main output of the project was the organisation of a concert involving participants from different countries.

Main outputs:

- a concert involving participants from different countries

Target group: Secondary school pupils, teaching staff, parents, Local community

Awarded organisation: Základní umělecká škola, Vysoké Mýto (the music and art school)

Countries: UK, EE, ES, TR, LT, DE, IT, RO, CZ

Web link: https://www.zusmyto.cz/projekty-eu/

Funding type: Erasmus+ Key Action 2, cooperation for innovation and the exchange of good practices

Dates: 2015 - 2018

Czech Republic: Let´s cross the boundaries of primary education together

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic

Project summary:

The international project, 'Let's cross the boundaries of primary education together', included partner schools from Germany, Denmark, Croatia, Greece, Spain and the Czech Republic. Through this project, teachers and pupils from the participating schools came together to develop innovative practices to teach different school subjects and to specifically motivate pupils aged 7-16 to become better learners. As a result of the project, the participants developed their language and communicative competences as well as other skills, such as positive attitudes towards social inclusion and active citizenship.

Teaching foreign languages and developing ICT skills were important challenges for the participating teachers. The project dealt with this issue in different ways depending on the partner country. The participants also shared best practices through a magazine ('Kids News E+'), which was created by the pupils. Each issue dealt with a different school subject., and the students and teachers also worked together in a twinspace virtual classroom.

Main outputs:

- Kids News E+ magazine

Target group: Secondary school pupils, teaching staff, parents, general public

Awarded organisation: Základní škola, Most, Okružní 1235 (primary school)

Countries: DE, DK, HR, EL, ES, CZ

Web link: http://erasmus.18zs.cz

Funding type: Erasmus+ Key Action 2, Cooperation for innovation and the exchange of good practices

Dates: 2017 – 2019

Croatia: Jane Austen in the 21st Century

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Croatia

Project summary:

On the 200th anniversary of Jane Austen's death, the Jane Austen in the 21st Century exhibition was opened at the Anima Gallery in the Ban Josip Jelačić School in Zaprešić as the crown of a year-long project. The exhibition was one of the many outputs of the Erasmus+ project '21st Century Teaching' ('Nastava 21. Stoljeća'). The aim of this project was to improve the quality of school management, ICT and language competences, the use of innovative teaching methods, the introduction of a European dimension and increase visibility of the school.

To achieve those goals, students were put at the centre of learning by encouraging entrepreneurship, creativity, critical thinking and motivation, using English in authentic situations, developing healthy relationships within the school and the local community.

Students studied Jane's life and work by watching movies based on her novels and paintings were used to create digital posters, infographics, comics, invitations and bookmarks. The students also created voiceovers, recorded an interview with Jane and conducted a bilingual opening of the exhibition, encouraging guests to interact through online quizzes, puzzles and writing impressions in the 'awesome screenshot'. A diverse audience took part in this project, including school staff, members from the local community, students from different programmes and their parents. The results are visible on Thinglink and in the e-book. The project was incorporated into the school curriculum and the European Development Plan.

Main outputs:

- E-Book
- curricula
- digital posters, infographics
- comics, invitations and bookmarks

Target group: Secondary school pupils, teaching staff, school staff, local community

Awarded organisation: Ban Josip Jelacic High School

Countries: HR

Web link: https://www.facebook.com/the21stcenturyclassroom.ssbjj.zapresic/

Funding type: Schools, Erasmus+ Key Action 1, learning mobility of individuals

Dates: 2017-2018

Greece: “Das Versprechen” - Literature Dramatisation

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Greece

Project summary:

Students from the 3rd Lower Secondary School of Elefsinain Greece were given the opportunity to direct their own film adaptation of ‘Das Versprechen’, a crime novel by the Swiss novelist Friedrich Dürrenmatt. The students from three classes studying German were then judged on their final product. The videos were showcased to the school and a ‘red carpet award ceremony’ was organised to get the school involved. Prizes were also given to the best video, actors and curators. The project was aimed at immersing students in German literature and culture through experiential language learning and use of their digital skills.

Main outputs:

- film adaptation of ‘Das Versprechen’ as a short film, teaser and trailer
- a ‘red carpet awards ceremony’ to heighten the school’s involvement
- awards given to the best video, actors and curators

Target group: Secondary school pupils, teaching staff, school staff

Awarded organisation: 3rd Lower Secondary School of Elefsina

Countries: EL

Web links:

- http://arttechnologysport.blogspot.com/2017/
- http://3gym-elefs.att.sch.gr/?page_id=1006

Funding type: Own funding

Dates: 2016 - 2017

Hungary: Discover Your English Voice (Hallasd a hangod angolul)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Hungary

Project summary:

The 'Discover Your English Voice' project (Hallasd a hangod angolul) is a series of comprehensive language learning programmes aimed at enhancing the language learning experience of participants. The project offers classroom activities, intensive language courses, summer language camps, and language clubs, as well as an annual 'Language Days' event focused on improving participant motivation and attitudes towards language learning. Pre-service teachers specialising in foreign language education participate in delivering the centre's language programmes, enabling them to gain vital experience to work in the secondary school environment. The centre also provides professional development opportunities for in-service secondary school language teachers, who supervise and coordinate the projects and offer mentoring to pre-service teachers within the schools.

Main outputs:

- Independently developed teaching material:
- Global Journalism
- Voices of Eger – Monologue
- Learning English Through Drama,
- Intensive language courses
- Regular workshops and professional trainings for in-service secondary teachers
- Summer camp for secondary school students
- Language Days: organised once a year where participants can showcase their performances, presentations
- Establishment of a Language Café, involving Erasmus students from the university

Target group: Pre-service secondary school language teachers, In-service secondary school language teachers, Secondary school pupils

Lead organisation: Eszterházy Károly University, Institute of English and American Studies, Language Pedagogy Centre

Countries: HU

Web link:

- https://www.youtube.com/watch?v=0kWsATEpvV4&feature=youtu.be&fbclid=IwAR24Z2g1R3VtRRzzI qB71VOLz4u8GDF_OrvIsCUK0Wx5vQgusDfsi57Fa9Q

Funding type: National funding

Dates: 2018 - ongoing

Ireland: Content and Language Integrated Learning (CLIL) in French (Apprentissage intégré du contenu et des langues (CLIL) en français)

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The project 'CLIL en français' was introduced by Manor House School after the school observed Content and Language Integrated Learning (CLIL) instruction and its benefits through an Erasmus+ job-shadowing experience in France. The project was aimed at enhancing student experiences of learning French by teaching history in French.

The CLIL programme was offered from 2018 as a year-long transition year module to all French students. The teacher of French and the teacher of history worked alongside the school's French assistant to deliver a programme called 'The History and Culture of Modern France'. All three staff members collaborated and supported one another in relation to language and content throughout the year. The initiative succeeded in establishing CLIL as an integral part of language education. It has also incorporated an eTwinning project with a partner school in France, with peers in France studying history and geography in English.

Main outputs:

- a module enhancing language learning through CLIL
- an eTwinning project with a partner school in France

Target group: Secondary school pupils

Countries: FR, IE

Awarded organisation: Manor House School

Web link: https://www.manorhouseschool.com/

Funding type: Erasmus+ KA101 and national funding

Dates: 2018 - present

Ireland: Oral History, Our Community (Seanchas Ár Muintire)

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The project 'Oral History, Our Community' is an eTwinning project involving partner schools in Poland and Portugal, focusing on the role of oral history in relation to people and place. The project engaged transition-year students aged 15 and 16 and blended language learning with visual art, another complementary school subject. Students interviewed friends and family, as well as older members of the community through video and audio in their mother tongues and in English.

Partner schools collaborated, sharing stories, language and creating visual artworks to represent the recordings and language works. Students shared their stories and folklore in their mother-tongue languages, including Irish, Spanish, Polish and Portuguese, using English as a second language and a common link. Students also used visual language and music as catalysts to collaborate and share the story's main themes and emotions.

Main outputs:

- audio and video recordings of oral history
- visual art exhibition

Target group: Secondary school pupils, teaching staff, general public

Countries: IE, PL, PT

Awarded organisation: Meánscoil San Nioclás

Web link: www.meanscoil.ie

Funding type: National funding

Dates: 2018 - 2019

Ireland: PDST Irish Language Team (Foireann na Gaeilge PDST)

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The PDST Irish Language Team (Foireann na Gaeilge PDST) is a Dublin-based initiative aimed at creating new and comprehensive resources by consulting and collaborating with Irish teachers across secondary schools. The initiative was aimed at teachers of Irish and other subjects for schools where Irish is the language of instruction. The resources created assisted students in recognising, identifying and using the various components of language and allowed them to engage in collaborative work. Colour-coded cards allowed students to develop language skills and language awareness in their mother tongue and the target language, with students learning to recognise linguistic patterns, similarities, styles and genres over time.

Main outputs:

- Verb cards and a related 'Grammar Station' established by teachers in class
- Colour-coded grammar mats
- 'Say, Discuss and Write Together' writing cards

Target group: Secondary school pupils, Teaching staff

Lead organisation: PDST

Web link: https://www.pdst.ie/node/7539

Funding type: National funding

Dates: 2015 - present

Ireland: The Power of Reading (El Poder de la Lectura)

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The 'Power of Reading' project is aimed at helping students form and express opinions in the target language through Spanish as a language medium, while educating students around both the contributions and disenfranchisement of women through the ages. Students researched and translated the biographies of 20 female leaders. They also created a board game called 'Lady Who?' and a school display for the school's literacy week. The project made extensive use of eTwinning, with the language material being presented in a different and more engaging format. It also gave students a choice and allowed them to steer their own learning, encouraging peer collaboration.

Main outputs:

- translations
- school display
- board game created

Target group: Secondary school pupils

Countries: ES, IE

Awarded organisation: Salesian Secondary College

Web link: www.salesiancollege.ie

Funding type: Own funding

Dates: 2018 - 2019

Ireland: Eclusion - An exploration of eTwinning and Virtual Reality in the Modern Foreign Language classroom

Theme: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

The Eclusion eTwinning project connected students in Ireland with their peers in France and engaged students in language learning through technology use. Students used 360˚cameras to record content that represented their local and cultural environments, offering students an authentic learning experience in their modern foreign language (MFL) class. Using vocabulary that they had already acquired, the students described what they saw in the partners' videos in French, the target language.

Main outputs:

- virtual reality recordings

Target group: Secondary school pupils

Countries: FR, IE

Awarded organisation: Comeragh College

Web link: www.comeraghcollege.ie

Funding type: Own funding

Dates: 2018 - 2019

Latvia: Sign Language Like a Tool for Social Inclusion

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Latvia

Project summary:

Through the project 'Sign Language Like a Tool for Social Inclusion', Riga Tainis secondary school provides an opportunity for its students to learn Latvian sign language as an optional subject. One of the school's key priorities is the inclusion of hearing-impaired pupils, and hearing-impaired pupils are educated at the school together with other non-hearing-impaired pupils. Within the project, hearing pupils learn sign language, about deaf culture and various forms of communication for three years. Students have an opportunity to use sign language during lessons and extracurricular activities. Pupils create concert programmes and theatre performances which are complemented by non-verbal communication. The pupils have an opportunity to develop their communications skills and acquire non-verbal communication skills as well as the basics of the sign language. The next step of the project will be the development of an e-course on Latvian sign language.

Main outputs:

- concert programmes
- theatre performances

Target group: Secondary school pupils, teaching staff

Awarded organisation: Riga Raina secondary school

Countries: Latvia

Web link: https://www.rskola.lv/

Funding type: National funding

Dates: 2018 - present

Malta: Happy Together

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Malta

Project summary:

In the 'Happy Together' project, Maria Regina College described the methods and innovative practices used to teach Maltesese. The school helps to improve the knowledge of Maltese of students who have no knowledge of Maltese at all, those with some knowledge of the language, and to also raise the level of those who already have a good knowledge of the language. This happens under the auspices of Malta's National Literacy Strategy, which merges literacy programmes and national initiatives such as 'Reading Buddies'.

The school has 1,100 students, 170 members of staff and students from 55 different nationalities. Over 70% of the school's students are non-native speakers of Maltese from Europe and North Africa. Since this has always been the reality of this particular school, through the years, the school has developed an ethos and polices centred around making everyone feel at home. Given this reality, the school's methods and efforts towards inclusion and embracing diversity have become an important source of inspiration for other schools in Malta.

Main outputs:

- methods and innovative language learning practices supporting inclusion

Target group: Secondary school pupils, school staff, teaching staff

Awarded organisation: Maria Regina College, St. Paul's Bay Primary

Countries: MT

Web link: https://stpaulsbayprimary.com/erasmus/european-language-label/

Funding type: Own funding

Dates: 2019

Malta: International Language Week: Traditional Stories

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Malta

Project summary:

Verdala International School was one of two schools in Malta that received the 2019 European Language Label Award, with the project 'International Language Week:Traditional Stories'.

The project aimed to expose students to the language of other countries, to develop appreciation for other cultures and their stories, and to explore what they have in common in terms of shared language and traditions. During the International Language Week, students were told traditional stories from the country of origin first in the country's original language, and then in English. The storytellers were encouraged to use physical movement, effective change of voice, and visual aids or props.

Main outputs:

- foreign language storytelling workshops
- multimedia presentations

Target group: Secondary school pupils, school staff, teaching staff

Awarded organisation: Verdala International School

Countries: MT

Web link: http://erasmusplus.eupa.org.mt/2019/08/02/european-language-label-award-2019/

Funding type: Own funding

Dates: 2019

Czech Republic and Poland: Be a Buddy NOT a Bully

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic and Poland

Project summary:

The 'Be a buddy, NOT a bully' project involved the participation of schools from Poland, France and the Czech Republic. In all participating schools, each year teachers were compelled to counteract their students' violent behaviour. The task of project participants was to expose the negative consequences of violence and present a number of solutions aimed at reducing physical and mental abuse in partner schools. The teachers coordinating the project decided to devote a large part to the issue of cyber-violence - a phenomenon becoming more and more widespread among children and young people. The project's activities included a school anti-violence campaign during which in each partner school students and volunteers from local communities produced a mural illustrating the title of the project.

The project obtained a European Quality Label and, in 2019, was awarded the European eTwinning Prize Competition as the best English-language project in Europe for its innovativeness and interesting technological solutions applied to project activities (making use of the Framapad and Storyboard to create comics linked to the topic of violence).

Main outputs:

- Worksheets about bullying
- Videos exploring the problems with bullying
- anti-violence campaign
- anti-bullying murals

Target group: Secondary school pupils, teaching staff, school staff, local community

Awarded organisations:

- Szkoła Podstawowa im. Jana Pawła II in Zabór
- Základní škola T.G. Masaryka Kutná Hora, Jiráskovy sady 387 (elementary school)

Countries: PL, FR, CZ

Web link: https://twinspace.etwinning.net/46541/home

Funding type: Own funding

Dates: 2017 - 2018

Poland: Witnesses of the Second World War

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Poland

Project summary:

'Witness of the Second World War' is an Erasmus+ funded project with an aim to keep memories about the Second World War (WWII) alive by having young people meet face-to-face with witnesses from different European countries.

Over the course of the project, pupils conducted over 200 interviews with people who remembered WWII. They also developed English captions for the interviews, as well as examples of scenarios to be used during classes. Prior to the interviews, the students conducted research and historical analysis. Upon completion of the interviews, the students processed the interview recordings, produced subtitles, and managed the data and accessibility of the interviews using an online portal.

The interview data is kept in a database which will be useful for various organisations, such as schools and local historical communities that envision the same ideas as the project.

Main outputs:

- an interview database
- a project website
- an online magazine
- oral history guidelines

Target group: Secondary school pupils, teaching staff, school staff, local community

Awarded organisation: Liceum Ogólnokształcące im. Mikołaja Kopernika in Tarnobrzeg

Countries: EL, FI, NL, PL

Web link: http://www.ohie.eu/about/

Funding type: Schools, Erasmus+ Key Action 2, cooperation for innovation and the exchange of good practices

Dates: 2016 – 2019

Poland: Language School Theatre (Językowy Teatr Szkolny)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Poland

Project summary:

The 'Language School Theatre' project offered its participants an unconventional way to become familiar with classic literature and compulsory reading in a foreign language. The activity of the school theatre focusses on the dramatisation of classic literature. The school prepared and presented several plays such as 'The Christmas Carol' by Charles Dickens (January 2016); 'The Taming of the Shrew' (June 2016), 'Romeo and Juliet' (February 2017), 'The Little Prince' (June 2017) and, two Polish legends 'The Wawel Dragon' and 'Lech, Czech and Rus' (May 2019) .

The innovativeness of this initiative consists of teaching English outside of the traditional classroom. The project is meant to familiarise the local community with foreign language literature, thus encouraging people to learn languages and get involved in lifelong learning. The students developed not only their English skills, but also their self-confidence, creativity and interpersonal skills.

Not only did project participants find the project helpful, but so did the audience. The project offered the local community an opportunity to explore English-language literature and, often for the first time ever, to watch a theatre in a foreign language.

Main outputs:

- preparation and presentation of a series of plays

Target group: Secondary school pupils, teaching staff, local community

Awarded organisation: Szkoła Podstawowa nr 2 im. Juliusza Słowackiego in Stary Sącz

Countries: PL

Website: http://www.sp2.stary.sacz.pl/pl/32372/0/Jezykowy_Teatr_Szkolny.html

Funding type: Own funding

Dates: 2015 – ongoing

Portugal: A Trip to our Cultural Heritage

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The 'A Trip to our Cultural Heritage' project was an eTwinning collaborative project aimed at promoting a multilingual and multicultural education. The project is centred around raising student awareness about the importance of human values and UNESCO to bring about peace, development and a secure environment. Students and teachers from multiple countries worked together to put together and disseminate an eBook as an open invitation to readers to travel and to foster an appreciation for reading and the cultural aspects of books.

Main outputs:

- an e-book to celebrate the International Day of Native Languages (UNESCO) as a result of collaborative activities
- a travel 'phrase book' in English and in the native languages on the list of the UNESCO world heritage sites
- an online noticeboard with popular sayings which have been recorded on an audio tape

Target group: Lower and upper secondary pupils,

Awarded organisation: Agrupamento de Escolas D. Maria II

Countries: AL, PT, ES, DE, IT, PL

Web link: https://pt.calameo.com/read/00259906018fa702dd4b0

Funding type: Erasmus+ KA2 project, cooperation for innovation and the exchange of good practices

Dates: 2018 - 2019

Portugal: Grandma's Stories in 2080

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The 'Grandma's Stories in 2080' project was aimed at enhancing students' cultural awareness and expression, to improve students' reading and intercultural communicative skills and to reinforce the use of ICT. Student participants were asked to project themselves to the year 2080 and write stories about their past, as well as gather, translate and illustrate stories told to them by their own grandparents. Students were also asked to use ICT such as Google, Padlet, Inklewriter and Onenote, and engage in WebQuests (inquiry-oriented lesson formats) on the Sustainable Development Goals (SDGs).

Main outputs:

- public presentations by the pupils as a result of their learning
- 12 stories published related with the different SDGs
- participation (via Skype) in the event World Read Aloud Day
- Teachers Bulletin

Target group: Lower secondary pupils, teaching staff

Awarded organisation: Agrupamento de Escolas de Sátão

Countries: PT, IT TR, UK

Web link: https://twinspace.etwinning.net/43648/home

Funding type: eTwinning project

Dates: 2017 - 2018

Portugal: Reading Club

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The 'Reading Club' is an eTwinning project that makes use of a multilingual and multicultural approach to instil good reading habits and a love for reading among students. Students were asked to read, discuss, and prepare for online video conferences with the aim of improving their communication and ICT skills, as well as French and English language proficiency. The project also brought together students from different countries, assisting in fostering a broader European identity and knowledge of other cultures.

Main outputs:

- a collaborative video with a set of tales
- videos, audio files, book-talks and reviews, PowerPoints in several languages and photos
- debates in English with the European partners
- paper bookmarks

Target group: Lower secondary pupils

Awarded organisation: Escola Secundária /3 Martinho Árias

Countries: PT, TR, ES

Web links:

- https://sites.google.com/a/escolasdesoure.pt/reading-project/
- https://www.escolasdesoure.pt/web/

Funding type: eTwinning project

Dates: 2018 - 2019

Portugal: Visions of European Cities

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The 'Visions of European cities' project was focused on leveraging innovative ICT technologies, as well as open educational resources, to help students as well as teachers communicate during the project. Students researched and developed sustainability projects within their areas, focusing on topics including the integration of immigrants through second-language instruction, urban gardening, sustainable food production and others. Students were also encouraged to engage with their results by conducting their own projects and recording and sharing research via apps. The completed projects were presented to the partner schools in various bilateral science fairs and workshops, and students had the opportunity to participate in a Model United Nations conference annually with the Swedish partner school.

All of the schools involved were asked to leverage their strengths; for instance, the Spanish school had an innovative technological department and the Italian school was tasked with promoting geographical unity among the European schools. All of the schools made use of English as the project's primary language, which eased the dissemination of the products. The project also developed a smartphone application that enabled project members to communicate with each other and share results on a local, regional and international level.

Main outputs:

- final pupils' assignments based on ICT (H5P and apps)
- the performance of several shows in English, sketches and a musical
- a sustainability fair (with the support of the Norwegian Embassy) focused on tackling issues such as recycling, water treatment and volunteering
- meeting Greta Thunberg and making of a video about climate change
- a handbook on Portuguese culture and values

Target group: Upper secondary students, teaching staff

Awarded organisation: Agrupamento de Escolas D. Filipa de Lencastre - AEDFL (D. Filipa de Lencaste School Group)

Countries: PT, DE, IT, ES, SE

Web links:

- https://twinspace.etwinning.net/53702/materials/files
- https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035699

Funding type: Erasmus+ KA2 project, Cooperation for innovation and the exchange of good practices

Dates: 2018 - 2020

Romania: Cultural Heritage: Cherishing the Past, Building the Future

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Romania

Project summary:

St Andrew Secondary School (Bucharest, Romania) was awarded the European Language Label for taking part in the Erasmus+ project 'Cherishing the Past, Building the Future', a 22-month project involving six primary schools from Cyprus, Italy, Lithuania, Poland, Romania and Estonia. The project is founded on an understanding of cultural heritage as a dynamic and participatory field of learning, involving preservation of the past and interaction with it in the present to build a better future. The teachers involved in the project oversee the implementation of pupils' activities, and design and deliver teaching on the topic of cultural heritage. The activities include: a parallel implementation stage, an interactive stage between pupils at different schools and a stage connecting the pupils to other activities. The project's involvement of digital technologies has been specifically designed to increase both teachers' and pupils' digital fluency.

By practicing and communicating in different languages, the participants became more aware of how the different languages constituted a main element of their national cultural heritage. The language activities attended by the students consisted of writing slogans in all of the languages of the project, presentations of significant cultural objects within video conferences, and designing logos and mascots with cultural impact. After the exchanges, the students wrote stories and comics in English and in their own languages, learned traditional songs from each partner country and presented cookery recipes. The project's results include an interactive cultural tourist guide for children, a digital calendar of European traditions and a digital museum in all of the project's languages.

Main outputs:

- three transnational pupil exchanges
- two transnational training activities for teachers
- classroom discussions around cultural heritage
- new lesson plans, templates and games in adjustable digital formats, made available on TwinSpace and open education databases
- the rearrangement of traditional Polish songs, posters celebrating cultural heritage which were available online, an interactive cultural tourist guide for children, a digital calendar of European traditions and a digital museum of project artefacts

Target group: Secondary school pupils, teaching staff, school staff, local community

Awarded organisation: St Andrew Secondary School (Bucharest, Romania)

Countries: CY, IT, LI, PL, RO, EE

Web links:

- https://ourdigitalmuseum.blogspot.com/
- https://twinspace.etwinning.net/72003/home

Funding type: Schools, Erasmus+ Key Action 2, school exchange partnerships

Dates: 2018-2020

Romania: Enhancing Multilingualism Among Teenage Entrepreneurs 2

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Romania

Project summary:

Enhancing Multilingualism Among Teenage Entrepreneurs 2' (Emate 2) is a project aimed at providing students with the opportunity to engage in language learning activities abroad whilst bolstering their engagement with ICT tools. Building on the previous project by adding new languages (Emate 1), the students involved in the project developed an e-learning tool with useful daily expressions in the most spoken languages in the EU. The students also engaged in transnational exchanges and activities to test the Emate application and learn the participating languages.

Main outputs:

- an e-learning tool which would include useful daily expressions in the most spoken languages in the EU
- an Emate website
- Twinspace
- booklets, posters and brochures
- tutorials and workshops

Target group: Secondary school pupils, school staff, teaching staff, local community

Awarded organisation: Matei Basarab National College of Informatics

Countries: HU, NL, PL, PT, RO, TU

Web links:

- https://ematetranslator.com/
- https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-TR01-KA229-058034

Funding type: Schools, Erasmus+ Key Action 2, school exchange partnerships

Dates: 2018 - 2020

Romania: Our Common European Tale

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Romania

Project summary:

'Our Common European Tale' is an Erasmus+ strategic partnership project coordinated by Hungary, with project partners from Croatia, Denmark, Italy, Portugal and Romania. The main objective of this project was to create teaching materials based on the folk tale cultures of each of the six partner countries to valorise the popular literary heritage from each country. The final goal was to write 'Our Common European Tale', a contemporary fantasy, based on the common characteristics of the folk culture of the six countries, identified by the participating students.

The partners engaged in different activities, such as Our Common European Tale (OCET) clubs, contributing to vlogs or blogs, writing scripts of folk tales, taking part in a folk-tale writing contest and a short filmmaking contest. Around 140 students played in 6 theatre plays and approximately 2,000 students received English and national literature classes (i.e. Hungarian, Romanian, Danish, Croatian, Portuguese and Italian literature).

Main outputs:

- A project e-book
- A project film
- didactic material
- a vlog entry about Portuguese mobility
- the Portuguese movie, 'The Salty Bet' is here!!!
- the script of the Danish play
- a YouTube channel

Target group: Secondary education school pupils, school staff, teaching staff

Awarded organisation: Ana Aslan Technical College (Romania)

Countries: DK, HR, HU, IT PT, RO

Web link: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-HU01-KA219-035925

Funding type: Schools, Erasmus+ Key Action 2, strategic partnerships for schools only

Dates: 2017-2019

Serbia: Summer Language Camp of the Sister Cities

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'Language Camp of the Sister Cities' project is a 7-10 day camp in August involving students from Novi Sad travelling to the Russian sister city of Nizhny Novgorod and vice versa. Students and teachers engaged in language classes, learned about Russian and Serbian culture and folk history, and visited museums. They also engaged in Russian-Serbian language exchanges with local students. Through the students' mutual exchanges, the project aimed to enable students to gain an understanding of linguistic and cultural diversity.

Main outputs:

- Russian and Serbian language classes
- customs and folklore masterclass and workshops
- cultural and art visits
- educative excursions
- community service work
- culinary cultural and linguistic exchanges
- debate clubs, workshops, presentations and mini projects in the language exchange
- a final test, performance and certificate ceremony

Target group: Secondary school pupils, Trainee teachers, Teaching staff

Awarded organisation: Laza Kostic High School, Novi Sad

Countries: RS, RU

Web link: http://www.gimnazijalazakostic.edu.rs/index.php/sr/331-j-o

Funding type: The project receives funding from the Provincial Secretariat for Education, Regulations, Administration and National Minorities – National Communities, on a yearly basis. Some of the project activities are funded through sponsorship.

Dates: 2016 – ongoing

Slovakia: SOS Planet - A Robotics Project

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Slovakia

Project summary:

'SOS Planet Robotics' was an Erasmus+ funded project involving partners from five European countries and coordinated by a Spanish partner school. The main goal of the project was to develop pupils' and teachers' digital and language skills through the use of innovative teaching methods. The project also aimed at developing basic knowledge and skills in robotics and programming as a present literacy type required by the society and the labour market, implementing robotics and programming into the school curriculum.

Through four transnational meetings, participating teachers were able to develop their knowledge and skills in programming. As part of these meetings, the teachers also exchanged their knowledge, experience and good practices. The participating pupils took part in five short–term exchanges where they worked together in an international team on given tasks. Aside from the development of their digital and language skills, these exchanges contributed to developing their social competences and increasing their environmental awareness and respect for other nationalities.

The main output of the project was a digital textbook of programming and robotics and the implementation of robotics and programming together with innovative teaching methods and forms into the educational process.

Main outputs:

- a digital textbook on robotics and programming
- video-tutorials
- methodological guides

Target group: Lower secondary school pupils, teaching staff

Awarded organisation: Základná škola, Dargovských hrdinov 19, Humenné, Slovakia

Countries: EL, ES, PL, SK, TR

Web link: www.fguazzora.wixsite.com/sosplanetrobotics

Funding type: Erasmus+ KA2 School to School Partnership 2015-1-ES01-KA219-015710, using e-Twinning

Dates: 2015 – 2017

Slovakia: World War I and the personality of General M. R. Štefánik

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Slovakia

Project summary:

The project consisted of a Slovak-French partnership which aimed to increase pupils' knowledge of French by teaching them about World War I and the historical figure General M. R. Štefánik. The main aims of the project consisted of developing literacy, teaching students about the importance of literature and organising reading activities which developed students' social skills. The partner schools applied a CLIL approach for the purpose of the project, and integrated several subjects (French language, history, citizenship, English language, geography, informatics and Slovak language), thereby rendering the project multidisciplinary.

Main outputs:

- work with comics
- work with literature, film and theatre performance followed by discussions
- mobilities, excursions to historical places
- competitions on the best poster, photo and translation

Target group: Secondary school pupils, Teaching staff, Local community

Awarded organisation: Obchodná akadémia, Kukučínova 2, Trnava, Slovakia

Countries: SK, FR

Web link: https://oakuktt.edupage.org/

Funding type: co-financed by the Ministry of Education, Research and Sport of SR and the Council of Parents

Dates: 2018

Slovakia: Nature detectives

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Slovakia

Project summary:

The project 'Nature detectives' was designed to involve young people living in eight countries to teach them how to be respectful towards the environment and improve their research and critical thinking skills (i.e. logical thinking, deduction, and the ability to come to conclusions).

The project was multidisciplinary as it included science, nature, geography andmathematics, and developed numerous language skills. It encouraged a lot of outdoor activities and contained various ICT activities. As part of the project, pupils conducted research in partner schools on specific animals and/or plants living in the environment.

Main outputs:

- e-book 'Natural Detectives'

Target group: Secondary school pupils, teaching staff, local community

Awarded organisation: Gymnázium Petra Pázmáňa s vjm - Pázmány Péter Gimnázium, Letomostie 3, Nové Zámky, Slovakia

Countries: BG, EL, ES, HU, IT, PL, RO, SK

Web links:

- project web page: https://naturedetectivesblog.wordpress.com/
- e-book 'Natural Detectives': https://ec.europa.eu/programmes/erasmus-plus/project-result-content/152c02e5-ffee-4e66-83e6-0e6c9a7b1bdc/Nature%20Detectives%20E-book%20to%20be%20published.pdf

Funding type: Erasmus+ KA2 School to School Partnership 2015-1-PL01-KA219-017195

Dates: 2015 –2017

Sweden: Sustainable Poetry

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Sweden

Project summary:

'Sustainable Poetry' is a global co-creative language and culture project, which provides a platform for children and young people to discuss key questions about sustainability through poetry, to strengthen the implementation of the UN's 2030 Agenda for Sustainable Development. The project is aimed at giving children and young people the opportunity to engage in innovative, authentic and meaningful language learning in line with a deeper intercultural awareness of their surrounding world. Through the project, participants are provided with the opportunity to read and write about the world, and to become active, critical collaborators.

Main outputs:

- Poems that were collated in the anthology 'IMAGINE - Better days will come'
- A blog on the initiative

Target group: Secondary school pupils, General public

Awarded organisation: Söderslätt School, Trelleborg, Sweden

Countries: SE, IT, ES, RS, PT

Web link:

- https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fsustainablepoetry.se%2F&data=02%7C01%7CIngrid.Gran%40uhr.se%7Cb7b772d1982844edc02908d7e-746b3ab%7C5fb505d3b4f34760b24b1c894d709f81%7C1%7C0%7C637232163167504180&sdata=Z0JWCJpBa%2BSXi5YzuvWdoUxrZZiIK89eBMO3Bn0NLEE%3D&reserved=0
- https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fen.sustainablepoetry.se%2F&data=02%7C01%7CIngrid.Gran%40uhr.se%7Cb7b772d1982844edc02908d7e-746b3ab%7C5fb505d3b4f34760b24b1c894d709f81%7C1%7C0%7C637232163167504180&sdata=hIANQT6kVwXGb7Cp2lvLm7eyYNRQYkFSZZZnoT2UpNA%3D&reserved=0
- https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/europeiska-kvalitetsutmarkelsen-i-sprak

Funding type: National funding

Dates: 2017 - ongoing

Vocational Education and Training (VET)

Languages for life

Belgium: Development of Oral Expression and Listening Comprehension at the 2nd Level of Vocational Education (Développement de l'expression orale et de la compréhension à l'audition au 2e degré professionnel)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (French community)

Project summary:

In 2016, the General Secretariat for Catholic Education developed a tool to support vocational students' oral expression and listening comprehension in Dutch and English. The tool was finalised in 2017 and provides teachers with work materials tailored to students at the second level of vocational education.

The teaching material is based on the principle 'learning through games', a motivating educational approach which combines pleasure with challenge. The activities included in the tool include flash cards, game boards, and other activities that 'put the language 'in motion'. The outputs make it possible to develop a very wide and varied differentiation, aimed at meeting the needs of many different learner profiles.

Main outputs:

- workbooks
- booklets
- flash cards
- game boards

Target group: VET pupils, school staff, teaching staff

Awarded organisation: Secrétariat général de l'enseignement catholique (SeGEC)

Countries: BE

Web link: https://enseignement.catholique.be/

Funding type: Own funding

Dates: 2016 - 2017

Croatia: Language skills and intercultural issues in the hospitality industry: unity in diversity in the EU labour market

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Croatia

Project summary:

The project aims to help VET students attending the Dubrovnik School of Tourism and Hospitality to gain language skills and intercultural and digital competences in order to increase their employment prospects in today's competitive labour market. The project provides language teaching and learning materials integrating the culture of European countries, including minority groups. The project's main output is an interactive blended learning language course "Unity in Diversity" which includes online learning materials and face-to-face interactive material. The course, comprised of 3 different modules, allows pupils to learn languages in the context of the tourism and hospitality sector.

Main outputs:

- "Unity in Diversity" language teaching and learning materials

Target group: VET pupils, School staff, Teaching staff

Lead organisation: Turisticka i ugostiteljska skola Dubrovnik

Countries: HR, RO, LV, LT, TR, UK, IT, CZ, SI

Web link: http://www.languages4all.eu/

Funding type: Erasmus+ KA2 project, cooperation for innovation and the exchange of good practices

Dates: 2016 –2018

Czech Republic: English Village

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic

Project summary:

The participating Czech vocational school decided to support teaching English to its students by creating its own educational programme for pupils, which also increased their opportunity to become ŠKODA AUTO employees. The project was focused on modern teaching methods supported with the use of digital technologies. Pupils took part in a weekend-long visit to a village outside of Mladá Boleslav, where they were only allowed to speak English. The goal of the project was to overcome boundaries in foreign language communication, increase the motivation of pupils to study English, and increase the level of English. In 2017, 45 students participated in the project, whereas in 2018, 41 students took part. There were no limitations to the entrance levels of English. The project also used blended learning and Skype conferences, which helped the students learn about IT technologies. The project was also open to students with learning difficulties.

Main outputs:

- Weekend-long visit to a village outside of Mladá Boleslav
- Skype conferences

Target group: VET pupils, teaching staff

Awarded organisation: ŠKODA AUTO a.s., Střední odborné učiliště stojírenské (secondary vocational school)

Countries: CZ

Web link: https://www.sou-skoda.cz/

Funding type: Own funding

Dates: 2017 - 2018

Latvia: Development of an English Language Training Tool for Border Guards

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Latvia

Project summary:

State Border Guard College (Valsts robežsardzes koledža) implemented the Erasmus+ strategic partnership project 'Development of an English Language Training Tool for Border Guards', together with the Border Guard School of the Ministry of Interior of Lithuania (Medininkai), the Estonian Academy of Security Science Police and Border Guard College (Muraste) and the Border Guard Training Centre of the Republic of Poland (Ketrzyn). The project partners developed an interactive training tool for learning professional terminology for border guards, which includes terms and phrases in English and Russian and their translations in Latvian, Lithuanian and Estonian, as well as audio recordings for correct pronunciation in English and Russian, authentic audio and video recordings with border crossers and a common dictionary. The tool provides professional English terminology training to prospective and in-service border guards by implementing face-to face and e-learning courses.

Main outputs:

- an interactive training tool
- an audio recording
- a video recording

Target group: VET pupils, adult learners, teaching staff

Awarded organisation: State Border Guard College (Latvia)

Countries: LV, PL, EE, LT

Web links:

- https://ec.europa.eu/programmes/erasmus-plus/projects_en#search/project/keyword=2014-1-LV01-KA202-000487&matchAllCountries=false
- http://www.vrk.rs.gov.lv/main.php?sadala=206&m=20

Funding type: National funding, Erasmus+ KA2 project, Cooperation of innovation and the exchange of good practices

Dates: 2014 - 2016

The Netherlands: Language Buddies

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: The Netherlands

Project summary:

'Language Buddies' is a VET project aimed at improving the language skills of low-literate students and/or NT2 (Dutch as a second language) students. The project was centred around the creation of a buddy system with level 3 and 4 VET students supervising students in levels 1 and 2. Participants who engaged as language buddies received mentorship training from the Stichting Lezen & Schrijven (Foundation Reading & Writing), enabling them to improve their socialskills and gain experience for employment or further education opportunities. The Language Buddies project was formally implemented as an elective subject in the VET school from 2020, with students receiving credits for their participation.

Main outputs:

- the creation of the buddy system
- practical pairing of buddies on the study programme

Target group: VET pupils, teaching staff, school staff, local community

Awarded organisation: Vista College, Stichting Lezen & Schrijven

Countries: NL

Web links:

- https://www.nuffic.nl/onderwerpen/europees-talenlabel/
- School website: https://vistacollege.nl/
- Foundation website: https://www.lezenenschrijven.nl/
- Publication on the implementation of a buddy system as an elective subject: https://www.lezenenschrijven.nl/nieuws/taalbuddyofficieelals-keuzedeel
- Interview on Nuffic website: https://www.nuffic.nl/actueel/studenten-willen-graag-iets-voor-een-ander-betekenen/

Funding type: Own funding

Dates: 2018 - 2019

Poland: The Taming of the Grump (Poskromienie złośnika)

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Poland

Project summary:

Vocational secondary school students attending No. 1 Wieluń Group of Schools, pupils from the pupils from Szkoła Podstawowa nr 4 primary schooland representatives of all secondary schools in Wieluń were involved in the project named 'The Taming of the Grump'. The main output of this project was to perform a play entitled 'The Taming of the Grump', based on William Shakespeare's 'The Taming of the Shrew'. The play presents young people with language problems in an interesting way. The project involved young people with different levels of language skills. The project did not only improve their language skills, but it also gave participants a better understanding of theatre, literature and in particular - classic drama.

Aside from expanding English language vocabulary, the project shaped and fostered young acting talent and promoted musical talent, built the confidence of students involved in acting, improved their language and social skills, deepened the integration of students and teachers while promoting innovative teaching/learning methods.

Main outputs:

- A performance of the play 'The Taming of the Grump' (based on W. Shakespeare's 'The Taming of the Shrew')

Target group: VET pupils, teaching staff

Awarded organisation: Zespół school No.1 in Wieluń

Countries: PL

Website: https://zs1.wielun.pl/

Funding type: Own funding

Dates: 2019

Poland: Language Café at the CAT Foundation (Kafejka Językowa w Fundacji Centrum Aktywności Twórczej)

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Poland

Project summary:

This cyclical project has been implemented every year since 2014 and is focussed on the following languages: English, Turkish, Spanish, Italian, French and German. Its strategic objective is to raise the language and cultural competences of the Leszno subregion's local community, in particular of those with less opportunities. The project combines language learning with multicultural education in the region. In addition to this, participants jointly carry out activities such as cultural evenings, cookery shows and language flash mobs.

The project is innovative at regional level thanks to the informal nature of its activities – participants meet in cafés and restaurants, creating a relaxed atmosphere of non-formal and informal learning and, consequently, breaks the language barriers between participants, increasing their integration and cooperation at group-trainer level.

The applied methodology is also innovative as it uses modern technologies, mobile applications and creates new tools (based on gamification). Activities are conducted by an international team of volunteers as part of Erasmus+ projects implemented by the Creative Activity Centre Foundation (Fundacja Centrum Aktywności Twórczej). A minimum of 10 organisations based in the EU take part in each edition of the Language Café providing volunteers to offer language classes as trainers. Partners from abroad are responsible for recruiting participants. Moreover, the project also involves associated partners - such as local restaurants, which provide venues for activities free of charge. They also participate in the promotion of project activities within the local community.

Main outputs:

- Meetings in cafés and restaurants

Target group: VET pupils, teaching staff, adult learners

Awarded organisation: Fundacja Centrum Aktywności Twórczej w Lasocicach

Countries: PL

Web link: http://fundacja-cat.pl/kafejka

Funding types: Own funding

Dates: 2014 - ongoing

Portugal: Apps4EL

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Portugal

Project summary:

The Erasmus+ project 'Apps4EL' was designed to promote the use of modern technologies in school through the development, implementation and testing of innovative approaches and practices for the use of apps in learning and teaching by. Participants also explored how tablets or other portable devices could be used to enhance classroom interactivity, project-based group work and creative production of knowledge. The project enabled students and teachers to interact in multicultural and multilingual contexts which needed to be explored in foreign language teaching. The project also offered participants a unique chance to widen their perceptions of life outside their local area, develop a sense of belonging to the European concept, test new approaches using mobile ICT and apps to answer employability needs and to integrate digital means in the teaching/learning process.

Main outputs:

- new teaching units to be used in mobile apps
- apps for teaching activities
- teaching resources (using ICT and new apps) can be used by other teachers
- multimedia presentations in English on the involved countries' culture, regions and schools
- brochures, posters, leaflets, presentations, videos, news, etc.

Target group: VET pupils, lower and upper secondary school pupils

Awarded organisation: Parkschule Stadtbergen / Agrupamento de Escolas de Sátão

Countries: DE, ES, IT, PL, PT

Web links:

- https://twinspace.etwinning.net/23882
- https://www.parkschule-stadtbergen.de/erasmus/
- https://www.parkschule-stadtbergen.de/erasmus/outcome-final-product/

Funding type: Erasmus+ KA2 project, Cooperation for innovation and the exchange of good practices

Dates: 2016 - 2019

Slovenia: Activities for the European Day of Languages

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Slovenia

Project description:

The 'Activities for the European Day of Languages' project was a series of activities carried out as part of a celebration of the European Day of Languages at Maribor's secondary school of traffic. The Education Centre for Traffic and Transport presented holidays and celebrations which enabled children at the school to learn about the Slovenian and European cultural heritage of different participants. The centre also conducted interviews with people whose mother tongues were not Slovenian, which were subsequently published to highlight the importance of learning foreign languages. Approximately 300 students were involved in the activities, with special attention given to integrating foreign migrant students who presented their mother tongues and discussed their cultural environments and the challenges they faced. The activities were aimed at enhancing motivation and interest in language learning, while encouraging the originality and creativity of young people.

Main outputs:

- short movies
- animations
- interviews
- a video of an audio snapshot of a tea party on the European Day of Languages: www.youtube.com/watch?v=oNy69xXSnkg&feature=youtu.be

Target group: VET pupils

Awarded organisation: Secondary school of traffic Maribor, The Education Centre for Traffic and Transport Maribor

Countries: SI

Web link:

- The site of the Traffic school: https://prometna.net/srednja-sola/
- Link to one of the interviews is: https://www.youtube.com/watch?v=oNy69xXSnkg&feature=youtu.be

Funding type: National funding

Dates: 2017- ongoing

Higher Education

Languages for life

Belgium: Multilingualism as Strength (Meertaligheid als kracht)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (Flemish community)

Project summary:

The PXL University of Applied Sciences and Artsin Belgium introduced a 'Multilingualism' course aimed at educating nursery, primary and secondary education teachers-in-training. The course taught trainee teachers interactive techniques for early foreign language education – how to teach international children in a way that would make them aware of the multiplicity of languages in their immediate environment. The trainee teachers were taught to design courses centred around four core principles: (1) spontaneous language acquisition, (2) a focus on image, drama and music, (3) interaction with international students, and (4) attention to language awareness.

Main outputs:

- Learning workshops connecting trainee teachers with international students, such as:
- CLIL, including a basketball lesson in French
- a workshop involving Erasmus+ exchange students telling stories in their native language to multilingual primary school children

Target group: Secondary school pupils (including VET pupils), trainee teachers, teaching staff

Awarded organisation: PXL University of Applied Sciences and Arts

Countries: BE

Web link: https://www.pxl.be/

Funding type: Own funding

Dates: ongoing

Belgium: Multilingualism as an Asset for Powerful Education in the Big City (Meertaligheid als troef voor krachtig onderwijs in de grootstad)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (Flemish community)

Project summary:

The Erasmushogeschool Brussel launched the applied research programme 'Multilingualism as an Asset' (Meertaligheid troef) which was aimed at capitalising on linguistic diversity in schools and examining the ideal conditions for a multilingual learning environment centred around the Dutch language at its core. The research focused on examining the conditions of using home languages, how to enforce a related grading system and Dutch language acquisition by multilingual children. Teachers then used theoretical insights around multilingualism as a basis for their integration into classroom practice. The Erasmushogeschool Brussel additionally examined its own practices and in light of this updated its curriculum.

Main outputs:

- research study findings from the results and life experiences of students
- interactive sessions to share the findings of the research project
- updating of Erasmushogeschool Brussel curriculum to capitalise on students' linguistic diversity

Target group: Primary school pupils, trainee teachers, teaching staff

Awarded organisation: Erasmushogeschool Brussel

Countries: BE

Web link: https://www.erasmushogeschool.be/en/node/965

Funding type: Own funding

Dates: 2015 - ongoing

Belgium: Towards a Bachelor of Bilingual Primary Teachers (Vers un bachelier d'instituteurs primaires bilingues)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (French community)

Project summary:

Officially, Brussels claims to be a bilingual city but in reality only 20% of its population speaks both French and Dutch fluently, and this number is constantly declining. As a result, there is a shortage of teachers who are proficient in both languages. To remedy this, the Francisco Ferrer college and the Erasmushogeschool in Brussels offer a bilingual bachelor's course for primary teachers-to-be.

This intercommunity training project aims to alleviate the shortage of primary teachers with good knowledge of the second language in the two communities. Students of the French-speaking Francisco Ferrer reinforce their Dutch by taking part in communicative courses, activities, exchanges and internships at the Erasmushogeschool. Vice-versa, students of the Erasmushogeschool reinforce their French by doing the same at Francisco Ferrer. This way, new teachers improve their job prospects, learn about immersion schools first-hand, and expand their cultural and linguistic horizons.

Main outputs:

- communicative courses
- mobility exchanges
- internships

Target group: Secondary school pupils, teaching staff, teacher training institutions

Awarded organisation: Haute Ecole Francisco Ferrer

Countries: BE

Web link: http://www.he-ferrer.eu/formations/pedagogique/instituteur-primaire-bilingue

Funding type: Own funding

Dates: 2018 - ongoing

Czech Republic: "Intercultural and linguistic preparation for cross-border studying in the Bavarian-Bohemian border area" (Interkulturelle und sprachliche Heterogenität im bayerisch-böhmischen Grenzraum)

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Czech Republic

Project summary:

In the academic year 2018–2019, the Department of German Studies (Faculty of Education) of the University of Southern Bohemia and the Department of School Pedagogy (Faculty of Arts) of the University of Passau created a project aimed at increasing the quality of pre-graduation preparation of Czech and German students for their future role in teaching (German) in Czech and German schools. The project was implemented in three phases. In the first phase, the students were introduced to theoretical concepts of multicultural upbringing. They were taught how to understand the baseline of the concepts and they learned about intercultural standards. The next phase of the project enabled the students to meet in Passau and České Budějovice. The students visited Haidenhof primary school in Passau, a grammar school in Zwiesl and started preparing tandem teaching for three grammar schools in České Budějovice and later successfully implemented it. The third phase consisted of teaching German as a foreign language to children who have a different first language in a high school in Vilshofen. Even though many of the students of the high school were older than the students participating in the project, the experience allowed the project beneficiaries to realise the difficulties in teaching German to foreigners.

Main outputs:

- teaching materials for trainee teachers' future career

Target group: Secondary and higher education students, teaching staff

Awarded organisation: Pedagogická fakulta Jihočeské univerzity v Českých Budějovicích (Faculty of Education of the University of Southern Bohemia in České Budějovice)

Countries: CZ, DE

Web link: https://www.pf.jcu.cz/structure/departments/knj/etc/galerie_cz.php

Funding type: no funding

Dates: 2018-2019

Czech Republic: Language Teacher Assistant

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Czech Republic

Project summary:

The 'Language Teacher Assistant' project was initially envisioned at the University of Helsinki (Finland) and then successfully transferred to the Masaryk University Language Centre (Czech Republic). The project aims to support local language students to improve their linguistic skills by involving international students who are native speakers of the target language as language assistants in the centre's language classes. For the international students, the project offers an opportunity to gain experience in language teaching and intercultural communication. As language assistants, the international students teach with the teachers, assist them, or enhance the quality of the sessions. Since the start of the project in September 2015, 89 assistants from 11 countries have been attracted. The project has supported 12 teachers and 1,184 language students.

Main outputs:

- a video explaining the project

Target group: Higher education students

Awarded organisation: Centrum jazykového vzdělávání Masarykovy univerzity, Brno (Masaryk University Language Centre, Brno)(Masaryk University Language Centre)

Countries: CZ

Web link: https://www.cjv.muni.cz/en/lsp-teacher-assistant/

Funding type: Own funding

Dates: 2015 – ongoing

Hungary: Project-based language teaching in the German groups at BBS FIMB

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Hungary

Project Summary:

The project, championed by the German section of the Budapest Business School's Faculty of International Management and Business (FIMB), is focused on the implementation of project-based learning while establishing a research team to carry out independent research. The German section of the BBS FIMB developed new teaching material made available on Moodle 2, an online platform. It also integrated project-based learning, including 2-3 practice-oriented projects such as interviews and surveys, which were completed by university students each term. The German section of the BBS FIMB then adjusts its language programme in accordance with university students' feedback. The project aimed to develop students' soft skills to enable them to better respond to changing expectations of the labour market.

Main outputs:

- Teaching materials on Moodle 2, an online platform
- Publications on the research and language programme

Target group: Higher education students

Lead organisation: Budapest Business School, Faculty of International Management and Business (FIMB)

Countries: HU

Web link: the teaching material is only available for university students of BBS

Funding type: National funding

Dates: 2017-ongoing

Ireland: 10th Anniversary of Experience Japan: Supporting Japanese learning through Beyond the Classroom Engagement

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Ireland

Project summary:

Experience Japan is an annual festival of Japanese culture and language coordinated by a volunteer-run, not-for-profit community organisation by the same name. Experience Japan holds the Hanami Festival, its yearly flagship event, showcasing a selection of musical and dance performances. The festival was aimed at creating awareness of Japanese language learning by drawing in students of all ages and backgrounds and developing a greater awareness of Japanese culture among the wider Irish population.

Main outputs:

- yearly Hanami Festival celebrating Japanese culture and language

Target group: Primary and secondary school pupils, general public

Countries: IE, JP

Awarded organisation: Experience Japan

Web link: http://experiencejapan.ie/

Funding type: National funding

Dates: 2009 – present

Romania: Zoe - zoonoses online Education

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Romania

Project summary:

'ZOE' was created by a consortium of ten partners from four countries consisting of universities, medical and educational institutions, NGOs & IT centres, in an effort to increase knowledge and understanding of current public health concerning infectious diseases transmitted from animals to humans. 'ZOE' was coordinated by the University of Lasi (Romania) and involved Pixel, an international education and training institution, in the transnational partnership.

Through the project, several open educational resources in the field of veterinary medicine were created, focusing in particular on the identification, monitoring and control of malaria. The Zoe portal, which is entirely free, includes a wide range of educational resources for the prevention, diagnosis and treatment of diseases transferable from animals to humans, and aims to raise awareness on the consequences of the infectious disease. The portal also includes an open online language course, as well as a course on medical communication.

Main outputs:

- Studies of zoonotic diseases and best practices on interventions
- Guides and Open Online Courses (including videos) of the main parasitic diseases malaria and dirofilariosis (in 6 languages)
- Open Online Language Course for the veterinary medical field (8 language & medical communication learning Units, Grammar Resources, Glossary Resources, Cultural issues Resources for learning 6 languages: EN, RO, FR, CR, IT, LT).
- One Health approach and the Handbook on health education.
- Guide for teachers and parents in health education
- Open online course on medical communication

Target group: Higher education students, Teaching staff, Parents, General public

Awarded organisation: University of Lasi (Romania)

Countries: IT, HR, RO, LT

Web link: http://zoeproject.eu/

Funding type: Erasmus+ Key Action 2, Strategic Partnership

Dates: 2016 - 2018

Adult Education

Languages for life

Austria: German as a Language of Friendship (Deutsch als FreundInsprache)

Theme 1: Removing language barriers to create more dynamic border regions

Awarding country: Austria

Project summary:

The Deutsch als FreundInsprache (German as a Language of Friendship) programme was an eight-week intercultural language training programme started by the 'Beziehungsweise Lernen' association. Aimed at establishing and maintaining social relations, the concept of the programme was based on sustainability and diversity. It included practical language transmission based on personal experience, reference to everyday life, guidance towards autonomous learning as well as encounters and exchanges between Austrian residents and immigrants. The programme exchange went beyond the participants getting to know each another. Instead, it focused on similarities which accelerated and simplified the process of integration by involving the participants in real-life situations with network partners and enabled them to learn different levels of the German language in a casual environment. The programme also catered to participant interest and needs through social counselling. The programme was made available five times a year, enhancing participants' self-responsibility and promoting their social inclusion.

Target group: Adult learners, migrant learners, asylum seekers

Awarded organisation: Association 'Beziehungsweise Lernen'

Countries: AT

Web link: www.beziehungsweise-lernen.info

Funding type: National funding for ELL 2019

Dates: 2019 - 2020

Belgium: Techniques of Class Animation in French Language Classes with an International Target Audience (Techniken der Klassenanimation im Sprachunterricht-Französisch bei einem internationalen Zielpublikum)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (German-speaking community)

Project summary:

In the Summer of 2016, as part of the Erasmus+ mobility programme, Ms Szewczyk – a teacher from the evening school of the Episcopal School of Saint Vith (B) – participated in a two-week educational internship at the Alliance Française Ile-de-France in Paris. A lot has changed in her lessons since then.

After returning from her Erasmus+ internship, Ms Szewczyk started using 'class animation techniques' in her language classes. The training enabled her to design individualised and competence-oriented French lessons with digital media and new modern language methods and teaching strategies. She spread the concept during evening presentations at her own school. The method was well received by colleagues, who adopted a variety of these techniques in their own lessons.

Main outputs:

- evening presentations to colleagues on the use of digital media in language lessons

Target group: School staff, Teaching staff

Awarded organisation: Abendkurse der Bischöflichen Schule Sankt Vith

Countries: BE

Web links:

- https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE03-KA104-013524
- https://epale.ec.europa.eu/de/node/52170

Funding type: Adult Education, Erasmus+ Key Action 1, Learning Mobility of individuals

Dates: 2016 - 2017

Belgium: Symbiose et Compagnie

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Belgium (French community)

Project summary:

The 'Symbiose et Compagnie' project is a free local integration course offered in the municipality of Chapelle-lez-Herlaimont. The course involves creative writing, expression and theatre workshops for adults. The workshops are part of a larger integration service for adults, including practical French workshops and intercultural activities. The aim of the workshops is to provide an opportunity to bring together French and non-French speakers in a safe space without the constraints of inequalities and value differences.

Main outputs:

- French writing courses
- Theatre workshops

Target group: Adult learners, teaching staff, general public

Awarded organisation: Asbl Symbiose

Countries: BE

Web link: http://www.chapelle-lez-herlaimont.be/social/les-partenaires/symbiose-2/service-dintegration

Funding type: Own funding

Greece: Informal and Non-Formal Education for Women with Refugee Experience (Project PRESS)

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Greece

Project summary:

The educational action 'Informal and Non-Formal Education for Women with Refugee Experience (Project PRESS)' was set up in response to increasing numbers of refugees in Greece. The action's main objective was to bridge western and non-western perspectives on issues of female identity through language education, leading to an empowered type of integration of women with refugee backgrounds.

Through the action, educational material and courses were developed for women with refugee backgrounds in two areas: Athens and Lesbos. An innovative aspect of the action was the adoption of the double objective of (1) developing women's language skills in Greek and English as well as (2) educating animators on linguistic and cultural features used by their students (e.g. Farsi, Arabic).

A common goal for the project team was to develop a 'space' of experience sharing between the students and animators with a gender dimension. Critical reflection and language awareness were of concern to both the participants and the animators. The action's sustainability was achieved through the further development of educational material, the skill development of the action's team members and female participants, and the creation of an educational and research community.

Main outputs:

- educational material
- courses

Target group: Women with refugee backgrounds

Awarded organisation: Hellenic Open University

Countries: EL

Web link: http://project-press.net/index.html, http://project-press.net/ergo.html

Funding type: Hellenic Open University

Dates: 2016 - 2017

Ireland: Speak Irish to Me (Labhair Gaeilge Liom and Gaeilg'Aip/Gaelgoer)

Theme 2: Removing language barriers to create more dynamic border regions'

Awarding country: Ireland

Project summary:

The project was aimed at enabling and encouraging Irish speakers to communicate with each other in Irish. The project designed the Labhair Gaeilge Liom (Speak Irish to Me) badge and invited Dublin businesses to participate in the project. Staff working in ten different shops and businesses across Dublin's city centre agreed to wear the badge, inviting customers to speak to them in Irish. The project team also established a survey to learn if Irish speakers would be interested in an application that enabled them to communicate with each other. The positive results from the survey, as well as helpful suggestions about what the application might include, have resulted in a crowd-funding initiative started in October 2019 to develop the application.

Main outputs:

- 'Speak Irish toMe' badge
- A survey disseminated and results collated
- A crowd-funding initiative to develop the application

Target group: Adult learners, general public

Awarded organisation: Gaelgoer

Web link: https://en.gaelgoer.ie/

Funding type: Crowd-funded

Dates: 2019

Ireland: Coffee Morning Club Project (Club na Maidineacha Caife)

Theme 2: Removing language barriers to create more dynamic border regions

Awarding country: Ireland

Project summary:

The Coffee Morning Club Project (Maidineacha Caife) is a movement centred around gathering local residents in Irish exchanges over coffee. The project, which has been ongoing for more than ten years, places an emphasis on interaction while engaging in language practice in an informal and fun way. On a broader level, the project engages with local businesses and establishes the Irish as a local and visible part of the community.

Main outputs:

- weekly meetings

Target group: Adult learners, general public

Awarded organisation: Midineacha Caife community group

Web link: www.maidineacha-caife.weebly.com

Funding type: Own funding

Dates: 2010 - ongoing

Poland: Warsaw for Intermediate Students (Warszawa dla średnio zaawansowanych)

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Poland

Project summary:

Since 2017, the Warsaw Museum has been running the 'Warsaw for Intermediate Students' project , which introduces the history and culture of the capital to foreigners learning Polish, and thus invites them to integrate in the local community of Warsaw.

The main objective of the project is to teach Polish as a foreign language through presenting the history and culture of Warsaw. Museum exhibitions and library collections in the Museum of Warsaw are used to teach Polish. The idea behind the project was that it is practically impossible to explore the culture of a country without understanding its language and vice-versa.

The project participants include foreigners temporarily or permanently staying in Warsaw and learning (or wishing to learn) Polish, teachers of Polish as a foreign language, and students attending summer and full-time courses at the Polonicum Centre of Polish Language and Culture for Foreigners at the University of Warsaw.

Main outputs:

- museum and city games, combined with learning Polish as a foreign language
- workshops for foreign language teachers preparing to work at a museum exhibition
- support for foreign language teachers in creating outlines of language classes in museums

Target group: Pupils at all levels, adults, teaching staff, local community

Awarded organisation: Museum of Warsaw, Project coordinator: Katarzyna Zak-Caplot

Countries: PL

Web link: https://muzeumwarszawy.pl/warszawa-dla-sredniozaawansowanych-ucz-sie-jezykow-obcych-muzeum-warszawy/

Funding type: Own funding

Dates: 2017 - ongoing

Serbia: Multilingual Approach in Teaching Foreign Language

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Serbia

Project summary:

The 'Multilingual Approach in Teaching Foreign Language' project was based on a research project examining a multilingual approach to learning German as a second foreign language. Research material was collected over a period of three months with adult learners in a private language school. A specific questionnaire was prepared for students and a multilingual contrastive approach used to highlight the divergent linguistic contexts and diversity of language use. Students were encouraged to learn German, comparing German and English language structures, forming word associations and drawing links between new and existing knowledge.

Main outputs:

- research findings on language learning of adults

Target group: Adult learners, trainee teachers, teaching staff

Awarded organisation: Pingpong - Association for German Language and Literature

Countries: RS

Funding type: Own Funding

Dates: 2018 – 2019

Sweden: Engaging distance learning for adult students

Theme 1: Developing better and more inclusive schools and supporting teachers and school leaders to embrace diversity

Awarding country: Sweden

Project summary:

The project 'Engaging distance learning for adult students' is aimed at creating a high-quality distance learning programme through the use of digital tools including Flipgrid, Screencastify and Google tools. Students receive weekly lesson materials, with divided tasks to ensure students are not overloaded. The project is characterised by step-by-step activities, oral and written interaction between students, with students able to reflect on their own learning and quick feedback on activities. Students are also assisted to master videos and images to achieve a collaborative learning environment.

Main outputs:

- Weekly lesson materials
- Video and images created
- Step-by-step assignments

Target group: Adult learners

Lead organisation: Komvux Malmö

Countries: SE

Web link: https://pedagog.malmo.se/artiklar/ase-rastam-och-lisbeth-berns-distansutbildning-i-svenska-som-andrasprak-pa-komvux-kungsgatan-44-framgangsrik-tack-vare-fokus-pa-interaktion/

Funding type: National funding

Dates: 2018 - ongoing

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